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ABSTRACT

This document summarizes annual reports provided by Massachusetts' charter schools. It is supplemented with information from reports required of all public schools in the state and provides profiles of the 24 charter schools that were operating in 1997-98. The report opens with an overview of the four common features of charter schools--freedom, accountability, innovation, and choice--followed by general information on the student composition of charter schools and a question-and-answer section that answers some of the frequently asked questions about the Massachusetts Charter School Initiative. The profiles of the 24 schools include a one-page description of the school, its origin and mission, and the focus of the curriculum. Statistics on total enrollment, grades served, number of students on the waiting list, total instructional staff, average cost per pupil, school hours of operation, number of school days, total hours of structured learning time, teacher-salary range, staff turnover, and percentage of teachers certified are provided for each school. A demographic profile and contact information are also included. The report includes short descriptions of the eight schools awarded Commonwealth charters in 1998 and synopses of the five schools awarded Horace Mann charters in that same year. (RJM)

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The Massachusetts Charter School Initiative

expanding the possibilities of public education

1998 Report

The Commonwealth of Massachusetts
Department of Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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Massachusetts Department of Education
Dr. David P. Driscoll, Commissioner of Education (Interim)

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David P. Driscoll
Commissioner of Education (Interim)

December, 1998

Dear Friends:

The Massachusetts Education Reform Act of 1993—an ambitious and sustained commitment to improving student learning—included among its provisions the creation of a small number of new independent public schools: charter schools. The purpose of these new schools is to increase student achievement, offer parents more choices, develop innovative school models, and be held accountable for results.

Charter schools, which are started from scratch by parents, teachers, businesses, and community leaders, operate independently from school districts. They have the freedom to organize their activities around a core mission, curriculum, or teaching method. This autonomy also allows them to create their own budgets as well as hire and fire teachers and staff. In return for this freedom, a charter school must demonstrate good results within five years or lose its charter.

This year, 30 Commonwealth and 4 Horace Mann charter schools will be open, enrolling more than 10,000 students from over 180 districts from Kindergarten to grade 12. In a short time, the Massachusetts charter school initiative has gained national recognition for its innovation, strict accountability, commitment to high academic standards, as well as for the enthusiasm and support the schools have received from families.

As required by law, charter schools completed an annual report that describes their record for the previous school year. *The Massachusetts Charter School Initiative 1997-98 Report* is a brief summary of those annual reports, supplemented with information from reports required of all public schools, including charter schools, by the Massachusetts Department of Education. I would like to acknowledge the work of Scott Hamilton, Associate Commissioner for Charter Schools, and the other Department staff who created this report.

The pages that follow tell the remarkable story of what has been accomplished by hundreds of teachers, parents and others who have worked hard to turn their dreams into reality. While charter schools are still young and are only one of many important reform efforts underway, the evidence so far suggests that the Commonwealth has already reaped many benefits from this small but dynamic initiative.

Sincerely,

David P. Driscoll
Commissioner of Education

"Every charter school stands, as a whole, committed to one school philosophy. That creates a certain energy—creates a community where you're not wasting any energy arguing about how to get someone to do something they don't believe in."

Kathy Egmont
Director, Community Day Charter School

The Massachusetts Charter School Initiative
Expanding the Possibilities of Public Education

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The Massachusetts Charter School Initiative
Overview

What is a Charter School?

For ***Roger Harris***, the new headmaster at the Boston Renaissance Charter School, a charter school is an opportunity to escape the bureaucracy of a big city school system and manage a public school by holding everyone accountable for student achievement. Harris, who was the principal of the award-winning Timilty Middle School in Roxbury for eight years, says, "We need to reward educators who deserve it and weed out those who just don't measure up. That's what's possible in charter public schools like Renaissance."

For ***Jean Lythcott***, a founding teacher at the Martha's Vineyard Public Charter School, a charter school is a place where teachers have the freedom to respond to the different needs of various students. "As teachers, we have autonomy in our classrooms. We design our own curriculum, instruction and assessment with each kid in mind, and based on a sound framework," Lythcott says. "I have taught for many years, and this is the most exhilarating and demanding school experience I've ever had."

For ***Nestor Torres***, a parent and board member of the Community Day Charter School in Lawrence, a charter school is "a parent's dream come true." He cancelled plans for a family move from Lawrence to New Hampshire so that his daughter could attend the charter school. "Parents are welcomed, we have a sense of ownership, people have rallied around the school...it's created a wonderful sense of community."

For ***Elisa Sequeira***, a student in the 7th grade at the Academy of the Pacific Rim in Boston, a charter school is a place where students are taught to "never give up." Strict rules, a longer school day, and high academic expectations encourage Elisa and her classmates to work hard. On average, they progressed almost two grade levels in just one year. "You don't pass here until you learn the material — they make sure you learn." says Elisa. "They teach students not to give up, and teachers never give up on a student."

Charter schools are new independent public schools that have been operating in Massachusetts since 1995. Charter schools are started by parents, teachers, social service organizations, and community leaders.

These schools have freedom to organize around a core mission, curriculum, theme, or teaching method. They are allowed to control their own budgets and hire (and fire) teachers and staff. In return for this freedom, a charter school must attract students and produce good results within five years or lose its charter.

Why Charter Schools?

Charter schools were created to provide more choices in public education, encourage competition among public schools, and spur innovation in pursuit of improved educational outcomes. With the passage of the Education Reform Act of 1993, Massachusetts was the fourth state to pass a charter school law. Now, nearly 35 states have passed some version of a charter school law, and over 1,100 charter schools are currently operating nationwide.

The idea for independent "chartered" public schools grew out of the frustration many education reformers felt after the piecemeal reform efforts during the 1980s failed to yield any improvement in how well children were learning.

Rather than tinker with individual elements of a school — akin to trying to repair a car as it hurtles down the Turnpike — many reformers concluded that one of the best ways to create an effective school is to start from scratch and change everything at once.

These reformers also concluded that excellence and equity cannot be achieved simultaneously by insisting that all public schools conform to the same model. Instead, they suggested, public schools can and should be different from one another, providing various options to families as well as to teachers.

Innovation, effectiveness, and satisfaction, they argued, are more often found in an organization where everyone — in this case parents, students, teachers — has chosen to be there and is committed to the particular philosophy of the organization. No family should have their child assigned or compelled to attend a particular public school.

Many people — professionals and laymen alike — have the creativity, skills, and desire to create better schools, charter school proponents have argued, so we should allow them to do it. The term "public school" should no longer refer only to a school managed by a school committee, but also to a school created and managed by citizens, with the caveats that they be open to all comers, free of charge, and that they be held accountable by a public authority for student achievement in the core academic subjects.

CHARTER SCHOOLS GIVE POWER TO:

Parents — to choose which school is right for their child, and to "vote with their feet" when they aren't satisfied.

Teachers — to work as professionals with colleagues who share their beliefs, to have a stake in the school's future, and to be held accountable for student performance.

Principals — to direct and lead an organization, to have control of budget and staffing decisions, and to be responsible for results.

Students — to be in a school that matches their particular needs, and to be in a school that must do well by them in order to keep its charter.

Taxpayers — to have their tax dollars invested in schools that must earn continued public support by delivering good results.

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Four Common Features

Because they are not part of a uniform school system and are granted the freedom to pursue unique approaches, it is difficult to generalize about the experiences of Massachusetts charter schools. Yet, in the first three years of this initiative, empirical data, observation, and anecdotal evidence point to four central features of the Commonwealth's charter schools.

Freedom

Charter schools have freedom to focus on achieving a singular, unifying vision for education. They have the freedom to be different from one another and from other public schools. They are free from the unrealistic expectation that they must be all things to all people.

Teachers in charter schools have freedom to teach in a school whose philosophy they share. They have freedom to collaborate with colleagues who are committed to the particular educational approach of the school.

Charter school teachers often have freedom to do what they believe is best for the children in their classroom, to design curricula, and to help establish standards for the school. Many charter school teachers have a say in how their school is run. As one teacher has said, they have "the freedom to make choices to enhance students' learning without having to go through lots of red tape."

Charter school principals and headmasters, too, have freedom to make changes quickly in the design and program of their school. Unlike many of their district counterparts, most charter school leaders have freedom to decide how all of the school's funds are spent.

Charter school leaders also have freedom to hire the teachers and staff they believe are best qualified and suited for the job, and they have the freedom to fire those who don't perform. They have the freedom to reward success with merit pay and bonuses.

Accountability

Accountability is an overused word in education that really means holding people responsible for their performance. Because there are consequences facing charter schools that don't perform, accountability is a ubiquitous and powerful force in these schools. There is an emphasis on results, little tolerance for "dead wood," and an urgency for helping all students achieve.

Because students attend charter schools by choice rather than by assignment, with public money following students to the school, parents can hold a charter school accountable as consumers who will take their business someplace else if they are not satisfied.

Charter school principals and teachers, in general, have one-year contracts with a school. Like most professionals in the country, they must do a good job in order to keep their jobs. Employees who do not help a charter school achieve its mission don't keep their jobs.

Charter school trustees are held accountable by the state Board of Education for the performance of their school. A school must prove itself worthy of continued public support by providing evidence of affirmative answers to three simple questions:

- ***Is the academic program a success?*** An affirmative answer would be based on evidence that the school has made reasonable progress in meeting internally established goals over four years, and that student performance significantly improved and/or is persistently strong on internal and external academic assessments.
- ***Is the school a viable organization?*** Yes would mean that the school is financially solvent and stable, enrollment is stable and near capacity, school governance is sound, and professional staff are competent and resourceful.
- ***Is the school faithful to the terms of its charter?*** If the school's program and operation are consistent with the terms of its charter, and if the school is within the bounds of statutory and regulatory requirements, then the answer will be yes.

EXPANSION

- In July of 1997, the legislature approved-and the Governor signed into law-a bill that, among other things, expanded the cap on charters from 25 to 50. Under this law, the Board of Education was given the ability to grant 12 additional "Commonwealth" charters and 13 new Horace Mann charters — district schools that convert to charter schools with the approval of the school committee and local teachers' union. The new law also increased the statewide cap on student enrollment in charter schools to 18,000.
- With additional charters to award, the Department received 61 preliminary applications in November, 1997, 48 for Commonwealth charters and 13 for Horace Mann charters. Thirty-six applications were selected for advancement to the final round in January. The Board of Education eventually approved 8 Commonwealth charters and 5 Horace Mann charters.
- Five new Commonwealth and 8 new Horace Mann charters remain available for award in February, 1999, and scores of potential applicant groups have already requested applications. There are still many teachers, parents, and community leaders who want the opportunity to create their own public school.
- Nearly 10,000 students will be enrolled in charter schools across the state during the 1998-99 school year. Over 5,500 more are on waiting lists, hoping for a chance to attend one of these independent public schools.
- It would seem that demand for charter schools has not yet been met.

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ACADEMIC PERFORMANCE

The state's new test for students, the Massachusetts Comprehensive Assessment System (MCAS), was given for the first time in May, 1998, three years after the first charter schools began. As a result, while the MCAS results will be used to measure the progress of charter schools in the future, it doesn't tell us anything about how well charter schools have done so far. Charter schools, however, are using a combination of standardized tests, portfolio assessment, and other performance measures in order to demonstrate educational results. A full report analyzing the data from standardized tests will be available from the Department in March, 1999.

The results from such tests, of course, are more suggestive than authoritative, and more data will come over the months and years ahead. Yet there are now sufficient data to suggest that, in general, the academic performance of students entering charter schools was at or below district and national averages. After several years, the test results for students in charter schools are promising, with many schools showing significant academic gains.

For instance, the students at the Community Day Charter School in Lawrence take the Metropolitan Achievement Test at the beginning and end of each school year. Results show that students have progressed an average of 1.3 to 1.5 grade levels each year for the past three years. Seventy percent of the student are minorities, and about the same number qualify for free or reduced lunch.

After one year at Boston's new Academy of the Pacific Rim Charter School, students in the 6th grade improved, on average, 1.2 grade levels as measured on the Stanford-9 Test. Students in the 7th grade improved, on average, 1.75 grade levels. The school serves 100 students in grades 6-7, seventy-seven percent of whom are minorities who scored at or below their Boston Public School counterparts before coming to the charter school.

The Sabis International Charter School in Springfield had been one of the lowest performing schools in the district before the Superintendent and others converted the school to a charter school. In the fall of the first year of this newly converted school, 62 percent of the students tested below grade level. Seven months later, these same students had, on average, increased 1.5 grade levels. At the close of the second year, 62 percent of the students tested at or above grade level. Sixty-one percent are minorities, and 54 percent qualify for free or reduced lunch.

Each charter school must develop an accountability plan that describes the school's objectives as well as the measures it will use to document progress toward those objectives, including credible student assessment tools that will demonstrate the academic progress of students. Charter schools must report on progress toward their objectives in an annual report due August 1 of each year (followed by an independent financial audit several months later).

In addition, charter schools are subject to an annual day-long site visit conducted by a small group of Massachusetts citizens who are not involved in the school. The purpose of these visits is to augment and verify the information contained in the annual report and to learn firsthand as much as possible about the school's performance.

During or after its fourth year of operation, a charter school will submit a renewal application, which will be followed by a 3-4 day on-site evaluation of the school by an independent review team (borrowing from the British inspection model). Based on a review of the school's application for renewal, the findings of the renewal inspection team, and the school's previous reports, the Board of Education will make a decision on the renewal of a school's charter. A school that has not demonstrated satisfactory performance will lose its charter.

Innovation

Innovation is commonly defined as the introduction of something new or something that effects change.

According to a study commissioned by the Department of Education, many innovative practices can be found in charter schools, the most prevalent of which seem to be: attention to the development of character, citizenship, respect for self and others, a positive school climate, and a variety of new or altered practices in the curriculum and educational program.

Examples of innovative practices include: a longer school day and year; second language instruction in the early grades; portfolio assessment; juried assessment; flexible scheduling; and collaborative school governance. Charter schools are also using innovative curricular materials and programs such as Success For All, Modern Red School House, and E.D. Hirsch's Core Knowledge Sequence. However, specific practices, which can also be found in district schools, are not the key innovation implemented in charter schools.

The most noteworthy innovation of charter schools is their ability to quickly integrate ideas and "promising practices" into coherent, unified design, with faculty and parents who support and are committed to that design. This is significant because research confirms that the problem of education reform is not a dearth of ideas. To the contrary, it is systemic impediments that make it difficult for superintendents, principals, and others to implement ideas in a comprehensive, coherent school design that is supported by the school's faculty and families.

Perhaps the most revolutionary innovation of charter schools, often overlooked or

taken for granted, is the concept itself: extraordinary freedom at the school level and genuine accountability for results. It is this freedom-for-accountability exchange that has the potential to utterly transform public education. With charter schools leading the way, perhaps the day is not far off when all public schools will be given the latitude charter schools enjoy in exchange for real accountability for results.

Choice

Choice is such a central part of American life that we forget how empowering and motivating it can be to have the ability—and the responsibility—to make a choice about something as important as which school your child attends or what kinds of people you want to work with.

At charter schools, parents have the power to choose. They can choose a school that matches their own beliefs about education and the aspirations they have for their children. Especially for those parents who can't afford private schools or a house in a wealthy suburb, this choice is justice. It is also a choice that, according to polls and enrollment data, many parents, including those without much income or education, are eager to make.

Given choices and the ability to choose, parents from all walks of life are becoming consumers of education. It seems that when there is no longer a good excuse for leaving all the decisions about your child's education to someone else, and when you hear about others who are exercising their right to choose, you are motivated to act, to investigate, and to get involved.

With charter schools, faculty, too, have the power to choose. Teachers

HORACE MANN CHARTER SCHOOLS

The idea for Horace Mann charter schools became law in July, 1997, in an effort to create charter schools within districts. A Horace Mann charter school is a district public school or part of a school that operates under a five-year charter approved by the local school committee, the local teacher's union, and granted by the Board of Education.

"If Rip van Winkle woke up out of deep sleep after a lot of years, he would see today's school system is being run essentially as it always has," explains Harold M. Lane, co-chairman of the Legislature's Education Committee. "The charter schools are shaking up that structure, and we should give the public schools the opportunity to do the same thing."

To the extent provided by the terms of their charters, Horace Mann charter schools may be exempt from local collective bargaining agreements, provided that employees of the school will remain members of the local collective bargaining unit, continue to accrue seniority and receive, at minimum, the salary and benefits established by the local collective bargaining agreement. (Commonwealth charter schools do not need approval from the local school committee or teachers union, and the collective bargaining agreement in a district does not apply to charter school teachers.)

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choose to work in a school that matches their beliefs. They are not just interested in the public education system but also in putting their ideas into practice and in making their particular school work.

Choice, of course, necessarily implies that one thing is being chosen over another. As a result, choice means competition, which is a force that often hastens change and improvement in any organization or system. All schools, district and charter, are forced by competition to examine why parents, students, or prospective teachers might be choosing to go to other schools.

Challenges

Taken together, the charter school initiative has made a promising start, but this early success does not mean that charter schools in Massachusetts can claim to have achieved all of their goals or that the waters ahead will be smooth. Many of these young organizations have accomplished great things, all still have room for improvement, and a few simply may not cut it. All charter schools still face many challenges, such as managing future growth; refining and strengthening curricula that are aligned with the state's new curriculum frameworks; and, sustaining the energy and enthusiasm that attends new ventures.

Perhaps the single greatest challenge charter schools face, however, is a lack of access to capital for the acquisition, expansion, or improvement of adequate school facilities. Most schools have either already encountered or still face the problem of facilities that are too small, lack outdoor space or play areas, or are inadequate in other ways. This problem is made worse by the fact that commercial banks have been wary of lending even small amounts of money to these entrepreneurial schools.

In response to this problem, the Commonwealth is providing charter schools with facility funding for the 1998-99 school year equal to $270 per student. Nevertheless, because charter schools are currently prohibited from receiving school building assistance funds that districts receive from the state, it will not be easy for schools to finance the purchase or renovation of suitable, permanent homes.

SPECIAL EDUCATION

Like other public schools, charter schools must be open to all students and serve students with special needs in accordance with state and federal law. In general, charter schools have enrolled and are serving the same proportion of special needs students as district schools.

Charter schools are also working within the law to redefine what "special" education really means. The "regular" education programs offered to all students at many charter schools are much like the "special" education services in many other schools. Most charter schools report a fierce commitment to inclusion. Schools report a similar commitment to not labeling or stigmatizing special needs students in any way. "Parents have indicated that they feel more comfortable when their child receives special education services without the child being labeled," says a special education administrator from a Boston charter school.

The most significant factors in charter schools that make their "regular" education seem "special" are smallness and a very individualized approach to student learning. For instance, at the Community Day Charter School in Lawrence, all 196 students have a Personal Education Goals plan designed and modified, as needed. This plan includes areas where "special efforts" are required of teachers, specialists, parents, or others. Small classes lead to more individual instruction for students, too. While none of the school's students have formal IEPs, over 30 percent have identified special needs for which they receive special support services, which include, among others, tutoring, pull-out instruction, and small group instruction. Students also receive speech, language therapy, counseling, physical therapy, occupational therapy, and work with learning specialists as needed.

Special education has also posed challenges to these new public schools. Several of these new schools have been slow to establish the procedures and paperwork that attend special education's legal requirements. Charter schools have also had difficulty in not being informed about a student's special needs by parents and districts. A number of schools believe their staff members could benefit from additional training in special education. Perhaps the biggest challenge is one that all public schools face: the cost of providing special education services that, in some cases, can be staggering.

What Charter Schools Mean For Public Education:

Demonstrating What is Possible

What have we learned from the charter school initiative so far, and what might those lessons mean for other public schools?

The most powerful element of charter schools is that, at a time when others are explaining why things can't be done, charter schools are showing what is possible in public education:

- poor, uneducated parents can and do make good choices about their children's education;
- poor, urban students can meet high academic standards;
- teachers can be treated as professionals;
- parents can be motivated to become involved in their children's education;
- competition can cause change;
- schools can be purposeful, mission-driven organizations;
- school leaders don't need to be told what to do or how to do it; and,
- bad public schools can be closed down.

The Massachusetts charter school experience suggests that there may be big advantages for students when standards and accountability are paired with pluralism and choice. There seem to be big advantages, too, when power is moved from systems to individual schools.

The ultimate lesson can be borrowed from Immanuel Kant: The actual proves the possible. What can be done in 25 or 50 public schools can be done in all public schools.

"The charter school movement should not be seen as a threat to public schools. It should be seen as a liberation of public schools, and particularly teachers and administrators who for many years have known what should be done, but have felt unable to do so," explains Hillary Rodham Clinton. "The President wants every school, whether it is formally called a charter school, or not, to act like a charter school."

The Massachusetts Charter School Initiative
1998 Statistical Portrait

SCHOOLS

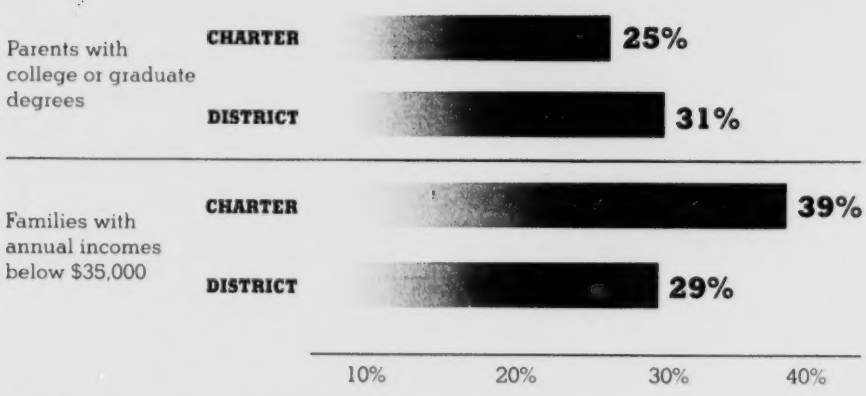
Charter Schools open during the 1997-98 School Year: 24
Elementary Schools: 7
Elementary/Middle Schools: 5
Middle Schools: 5
High Schools: 6
K-12: 1

- Commonwealth charter schools opening in fall 1998: **6**
- Horace Mann charter schools open in fall *1998*: **3**, winter *1998*: **1**
- Schools scheduled to open in fall 1999 *Commonwealth*: **2**, *Horace Mann*: **1**

- Commonwealth charter applications submitted since 1994: **171**
- Horace Mann charter applications submitted in 1998: **13**
- Number of school districts sending students to charter schools: **149**
- Number of charter schools serving predominantly disadvantaged/at-risk youth: **13**
- Number of charter schools requiring school uniforms: **10**
- Charter schools that have an extended academic school day: **14**

- Charter schools open longer than the 180-day state minimum: **13**
- Charter schools with structured learning time exceeding 1,000 hours: **18**
- Charter schools that provide before- and/or after-school programs: **17**
- Average charter school size:
  1996-97: **252** 1997-98: **276** 1998-99: **337**

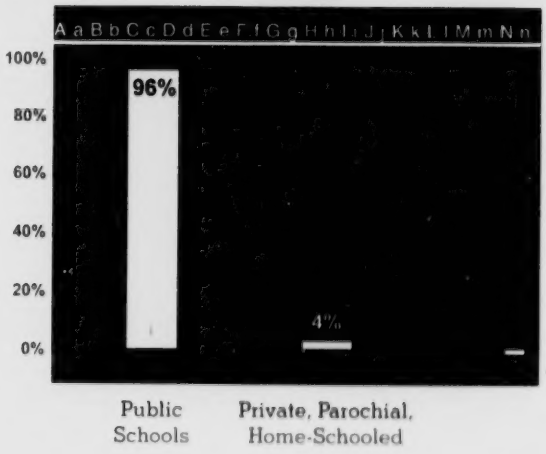
Parent Profile: Charter Schools vs. District Schools



Results of telephone survey conducted by Opinion Dynamics Corp. (May, 1998)

Schools Last Attended by Charter School Students

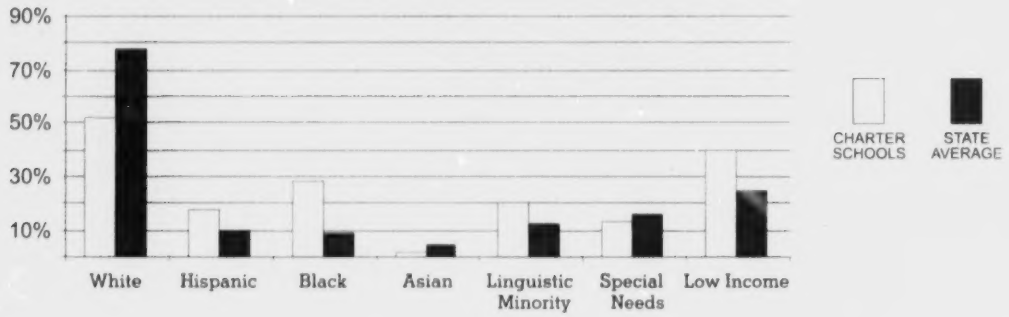
1997-98



STUDENTS

Aggregate Charter School Student Composition

1997-98



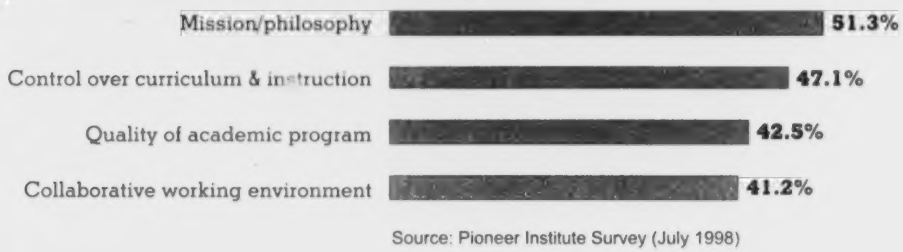
- Students enrolled in charter schools:

1995-96: **2,608**	1996-97: **5,329**
1997-98: **6,621**	1998-99: **9,930**

- Student enrollment (1997-98) as a percentage of total state public school student population: **.65%**
- Students currently on waiting lists to enter charter schools: **5,660**
- Pct. of charter school students with Individual Education Plans: **13%** (State: 16%)
- Pct. of students who are language minority: **20%** (State: 13%)
- Pct. of students representing racial and ethnic minorities: **48%** (State: 22%)
- Pct. of students from low-income households: **40%** (State: 25%)

STAFF

Reasons Teachers Choose to Teach at Charter Schools



Source: Pioneer Institute Survey (July 1998)

- Number of charter school teachers (1997-98): **550**
- Percentage of charter school teachers certified by the Department of Education: **72%**
- Average student/teacher ratio: **12:1**
- Average salary range for charter school teachers: **$27,748-$42,222** (State avg.: $26,540-$49,982)

FUNDING

- Average per student tuition payment (1997-98): **$6,148**
- Total state payment transferred to charter schools in FY98: **$44,992,933**
- Charter school payments as percentage of K-12 education spending: **.67%**
- Total FY98 state reimbursement to school districts losing students to charter schools: **$43,998,951**

The Massachusetts Charter School Initiative
Questions & Answers

Q. What is a Commonwealth charter school?
A public school that operates independent of any school committee under a five-year charter granted by the Board of Education. It is started by parents, teachers, non-profit organizations, or community leaders. It has the freedom to organize around a core mission, curriculum, theme, or teaching method, and is allowed to control its own budgets, hire (and fire) teachers and staff. In return for this freedom, a charter school must attract students and produce results within five years or have its charter revoked.

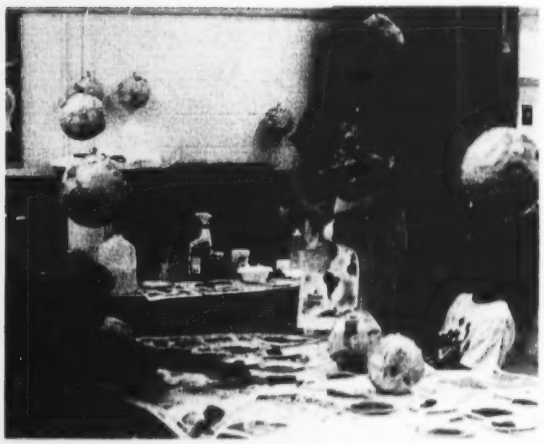
Q. What is a Horace Mann charter school?
A former district public school or part of a public school that operates under a five-year charter approved by the local school committee, the local teacher's union president and the Board of Education. To the extent provided by the terms of their charters, Horace Mann charter schools may be exempt from local collective bargaining agreements, provided that employees of the school will remain members of the local collective bargaining unit, continue to accrue seniority, and will receive, at minimum, the salary and benefits established by the local collective bargaining agreement.

Q. How are Commonwealth charter schools funded?
For each child a Commonwealth charter school enrolls, it receives a sum from the state equal to the average cost per student in the school district in which that child resides[1]. The state then deducts the same amount from the sending district's state aid account. (School districts, however, receive additional state funds in order to partially or fully "reimburse" them for losses to charter schools.) Like other public schools, Commonwealth charter schools are eligible to receive federal and state program funds.

Q. How are Horace Mann charter schools funded?
Funding for a Horace Mann charter school comes directly from the school district in which the school is located. An application for a Horace Mann school will specify a total budget allocation the school committee has approved for the school in its first year. Each year thereafter, the Board of Trustees of a Horace Mann school will submit a budget request for the following fiscal year to the superintendent. Under the law, a Horace Mann charter school cannot receive less than it would have under the district's standard budgetary alloca-

[1] If the district where a student lives (i.e., sending community) spends below its so-called "foundation budget," the payment to the charter school will equal the sending community's average cost per student. If the sending community spends above its foundation budget, the tuition payment will equal the average cost per student in either the community in which the charter school is located or the community where the student lives, whichever is less.

tion rules. A school may appeal a disproportionately small budget allocation to the Commissioner of Education. Depending on the terms of its charter, a Horace Mann school may receive its share of federal and state program funds from the district or it will be eligible to receive the funds directly.



Q. Who may apply for a charter?
Anyone or any entity may apply for a public school charter, except for-profit companies and private schools. A Horace Mann application must have the approval of the local teacher's union president and the school committee in order to be valid.

Q. Are laws and regulations waived for charter schools?
No. Charter schools must follow the same state standards, take the same state tests, and abide by virtually all the same laws and regulations as other public schools. Commonwealth charter schools operate without the constraints of local school district rules and collective bargaining agreements. Horace Mann schools, depending on the terms of their charters, may also be free from some local school district rules and some provisions of the local collective bargaining agreement and regulations. Like other public schools, charter schools may request waivers from certain regulations, for good cause.

Q. Do charter schools serve children with special needs?
Yes, charter schools may not discriminate on the basis of mental or physical disability, special need, or academic achievement, and charter schools must comply with the same state and federal laws regarding the provision of special education services. Thirteen percent of charter school students have IEPs (which means they are officially classified as special education students), and many more receive special services at charter schools without IEPs.

Q. May charter schools give applicants an entrance exam?
No, state law prohibits a charter school from discriminating in its enrollment process on the basis of academic achievement. Schools may create eligibility thresholds for enrollment that are consistent with their areas of focus or grade levels, but a school's methods for determining eligibility for enrollment— including meetings, interviews, and recommendations—cannot be designed, intended, or used to discriminate on the basis of a child's knowledge or skills. For instance, a charter high school may deny admission to students

who have not completed the 8th grade, but it cannot deny admission to students on the basis of their inability to do 8th-grade level work. Diagnostic exams may be given once the students have been enrolled.

Q. What do the new state curriculum frameworks and state tests mean for charter schools?

All public schools, including charter schools, must administer the new Massachusetts Comprehensive Assessment System (MCAS) tests, which will be based on the curriculum frameworks adopted by the Board of Education. Charter schools must also administer any other assessment the Board may require.

Q. What makes charter schools different from other public schools?

One of the main differences is that charter schools have the freedom to pursue a mission, use innovative approaches, and create a budget, schedule, and curriculum without the constraints of collective bargaining agreements. Another difference is that everyone in a charter school—parents, students, teachers—has made the choice to be there; no one is assigned to these schools or compelled to attend them. Perhaps most importantly, charter schools must produce good results within five years or lose their charters. While different in these and other ways, charter schools must follow the same state standards, take the same tests, and abide by virtually all the same laws and regulations as other public schools.

Q. Is there any limit to the number of charter schools that can be established in a given city or town?

There is no limit on the number of schools that can be established in a given city or town, however, there is a limit on how much of a school district's budget can go to Commonwealth charter schools. Under the law, no school district's total charter school tuition payment to Commonwealth charter schools can exceed 6 percent of said district's net school spending. Currently, several districts are at or approaching their cap for charter tuition spending.

Q. On what grounds does the Board of Education deny an application for a charter?

Applications that do not meet the criteria listed in the application are denied. Examples of elements that would constitute failure as measured against these criteria: vague, muddled, or jargon-filled applications; discriminatory procedures or intentions; weak or scant evidence that there is demand for the school; lack of commitment to accountability; a school design or education program that is commonplace; founders without the necessary experience, resources, or wherewithal to start a school; and, weak or scant evidence that a charter is needed in order for the program to exist or succeed.

Q. Who is evaluating charter schools?

Charter schools are one of the most scrutinized elements of education reform. Formal evaluation is done by the Massachusetts Department of Education, which collects and analyzes reports, conducts annual site visits, and monitors the performance of charter schools. The Board of Education will use these data and reports in making decisions regarding the renewal of charters. At least six other governmental entities (not including the Department of Education) are auditing, investigating, and studying charter schools, including the state's Education Reform Review Commission. Other organizations are also collecting information and evaluating charter schools: the federal government; national research organizations such as RAND and Hudson Institute; schools of education; and Massachusetts think tanks.

Q. How is the state holding charter schools accountable?

The key elements of charter school accountability are three simple questions: Is the academic program a success?; is the school a viable organization?; and, is the school faithful to the terms of its charter? Each school must develop an accountability contract that describes the school's objectives as well as the measures the school will use to document progress toward those objectives, including credible student assessment tools that will demonstrate the academic progress of students. Charter schools must report on progress toward their objectives in an annual report due August 1 of each year (followed with an independent financial audit several months later.) In addition, charter schools are subject to an annual day-long site visit conducted by a small group of Massachusetts citizens who are not involved in the school. The purpose of these visits is to augment and verify the information contained in the annual report and to learn firsthand as much as possible about the school's performance. A charter school will be judged primarily on the academic progress of its students, not by how much it pays its teachers or how well it complies with conventional educational practices and assumptions.

Q. What types of interventions has the state made in charter schools with problems?

Several schools have had problems in terms of educational quality or governance that were so significant that the Commissioner placed them on probationary status. When this happens, Department staff work with the school to develop a plan to remedy the problems. While these staff cannot provide technical assistance, they convey what they believe needs to be addressed and point the school toward resources that may be helpful. In some cases, the problems have been rectified, in others, it is too soon to tell whether the problems can be solved, and, in one case so far, a charter school voluntarily returned its charter hours before the State Board of Education was going to vote to revoke it.

Q. Why are for-profit companies allowed to operate charter schools?
State law allows charter school Boards of Trustees to enter into contracts for the procurement of educational services, and so far nine schools have contracted with for-profit education management companies. Educational excellence and private sector management are not necessarily incompatible. Public education in Massachusetts is already a multi-million dollar industry for textbook publishers, test-makers, school-bus companies, computer manufacturers and other suppliers of goods and services. Companies can offer communities educational expertise, provide access to capital, and infuse significant private sector funds into public schools. Where a Board of Trustees has hired a private company to manage the school and achieve the goals of the charter, it can easily terminate the contract if the Board isn't satisfied with the company's performance.

Q. How does/will the Commonwealth judge which schools should have their charters renewed?
In order to have its charter renewed, a charter school will submit a renewal application that offers credible responses to the three evaluation questions: is the academic program a success?; is the school a viable organization?; and, is the school faithful to the terms of its charter? The application should also offer compelling answers to questions about the school's future plans. Following the receipt of a renewal application, the Commissioner of Education will appoint an independent evaluation team to conduct a 3-4 day site visit. Inspired more by the British school inspection model than by the typical accreditation association model, this renewal site visit will focus on the school's academic program. The Commissioner will review the renewal application, the site visit team's report, past annual reports, financial audits, and site visit reports. Based on this review, he will make a recommendation to the Board of Education for renewal or revocation of the school's charter.

The Massachusetts Charter School Initiative
Charter School Profiles

According to state law, "Each charter school shall submit to the Board of Education, to each parent or guardian of its enrolled students, and to each parent or guardian contemplating enrollment in that charter school an annual report." Charter schools, like other public schools, are also required to submit various reports throughout the year.

What follows is a summary of the reports submitted by the 24 charter schools that opened in 1995, '96, and '97. Brief descriptions of the 13 newly chartered schools are also included.

Please consider these notes and cautions when interpreting the data presented in the school profiles:

- Each charter school profile contains the most current data available for that school. As a result, the data are not in all cases comparable. Where charter schools enroll a number of students from various districts, the district data represent an average from those districts.

- The special education data are from reports filed by districts and charter schools in December, 1997, and do not include out-of-district placements.

- The low-income data represent the number of students qualifying for the free- or reduced-lunch program as of October, 1997. For instance, a family of four must have an annual income of less than $21,385 in order to qualify for free meals, and less than $30,433 under the reduced price program.

- The linguistic minority data represent the number of students whose first language is other than English.

- Student to teacher ratio is calculated by dividing the number of students by the number of instructional staff. It does not necessarily reflect class size at a school.

- Structured learning time is the number of hours in a school year in which a student receives "directed" instruction in core academic subjects. (The state's minimum requirement of structured learning time for elementary students is 900 hours and for secondary students is 990 hours.)

The full annual reports from charter schools are available from the Department of Education's Charter School Office (address and phone number are listed inside the back cover).

ACADEMY OF THE PACIFIC RIM CHARTER SCHOOL
Boston

The mission of the Academy of the Pacific Rim Charter School is to empower urban students of all racial and ethnic backgrounds to achieve their full intellectual and social potential by combining the best of the East — high standards, discipline, and character education — with the best of the West — a commitment to individualism, creativity, and diversity.

Description: The Academy opened its doors in Boston to 100 sixth and seventh graders in the fall of 1997. Spread over a 210-day school year and a longer school day, the Academy's ambitious educational program spans five domains: academic skills and knowledge; practical and work skills; health and fitness; culture, art and music; and, civics and character.

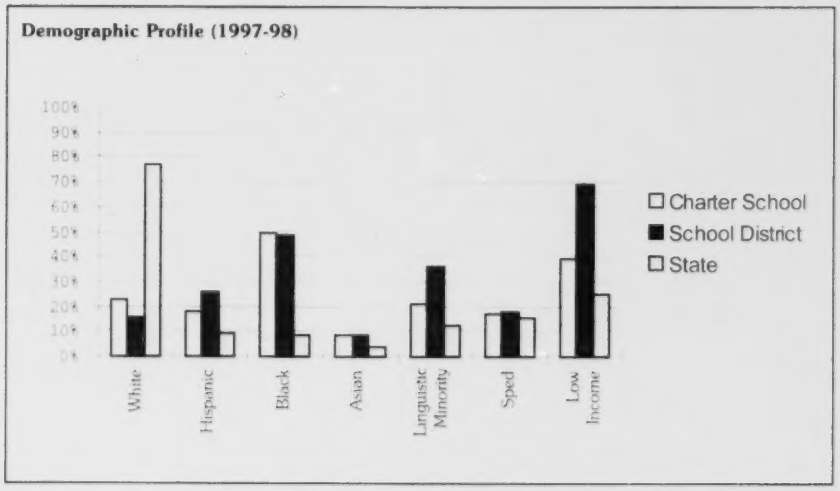
As students progress through high school, they all follow a core academic curriculum. All students not only master algebra and geometry, but also study statistics and calculus. All students will master biology, physics and chemistry. All students learn civics, geography, history, philosophy, and study international politics and business in addition to learning about Asian culture. All students will be conversant in Mandarin.

Strong emphasis is placed on involving parents in their children's education. The Academy places homework assignments from teachers' lesson plans and puts them on voice mail so parents can have current information on the work their child is responsible for. Additionally, every Friday, children take home comments from the school on their progress in one of four major academic areas. The report must be signed by a parent and returned to the school the following Monday.

Origin: The founders of the Academy are a diverse, grass-roots coalition of parents, educators, community activists, academics, and professionals. The group includes members of local neighborhood organizations as well as representatives of New England Medical Center, Harvard and its graduate schools, and Tufts University. "We want to take the best of Asian education and culture to create a Boston public school that believes success is achieved by effort, not ability," says Dr. Robert Guen, the chairman of the Board of Trustees and former Boston School Committee member.

ACADEMY OF THE PACIFIC RIM

Enrollment 97-98	100
Grades Served 97-98	6-7
Students on Waiting List	24
Total Instructional Staff 97-98	6.6
Student to Teacher Ratio	15:1
Average Per Pupil Tuition	$7,666
School Hours of Operation	8:00-4:10
School Days	210
Structured Learning Time (hrs.)	1050
Teacher Salary Range	$33,500-$51,000
Staff Turnover	0
% Teachers Certified	15%



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ATLANTIS CHARTER SCHOOL
Fall River

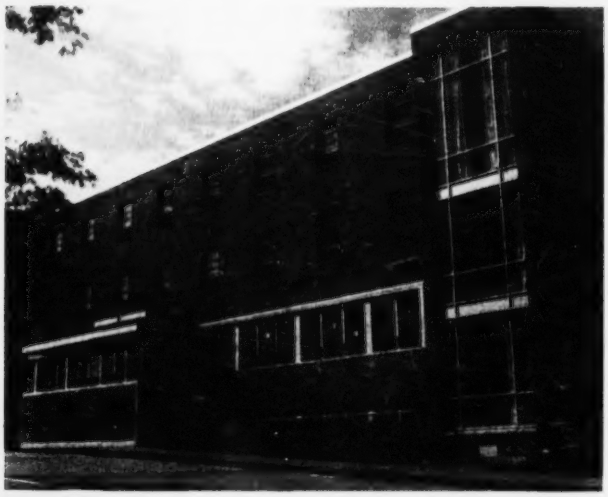
The mission of the Atlantis Charter School is to provide the services and support necessary for every child to learn to full potential and to leave school well-equipped for adult life as a productive worker and responsible citizen.

Description: Located in a former convent in Fall River, Atlantis Charter School offers a well-rounded elementary and middle school program that uses an individualized hands-on approach to learning with balanced instruction in all content areas. Its aim is to become a family learning center, involving all parents and the community to provide an excellent academic program for students.

The school offers a comprehensive educational experience for students, linking academic preparation in core subjects such as reading, writing, math and science with skill development in critical thinking and problem solving. The faculty has defined specific "competencies" in each of these areas which each student must attain in order to move from one grade level to the next, or graduate.

While intent on creating a nurturing environment and providing a range of services, the school also expects families and students to understand and assume responsibility for their role in the learning process. Students, who must wear a school uniform, are expected to help their classmates and treat them with respect and civility. Parents, expected to enter into a "compact" with Atlantis, are asked to contribute time to the school and become involved in the educational process for their children. Parents are welcomed as stakeholders in the school community, and the school's teachers go out of their way to be accessible to parents. Atlantis also offers an extended care program before and after school that includes tutorial and enrichment activities such as dance, arts & crafts, chorus, languages, and journalism.

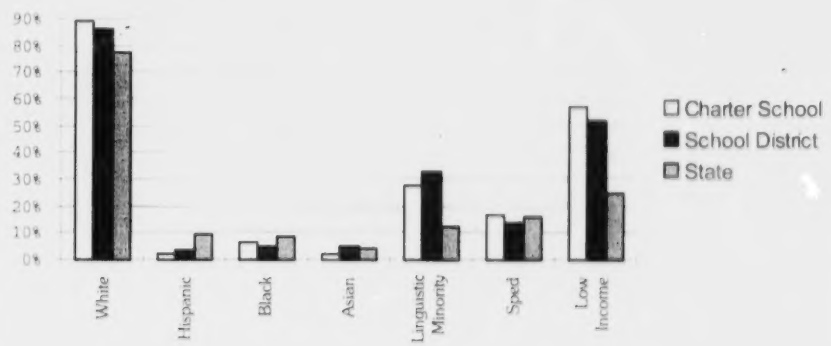
Origin: Atlantis Charter School grew out of the Fall River Regional Task Force and Fall River 2000, community-wide coalitions of public and private sector leaders committed to education reform. In the words of John Correrio, a former Fall River school superintendent who spearheaded the creation of the school, it is about, "giving kids the opportunity for an alternative education-to a new model that pays more than lip service to parent and community involvement."



ATLANTIS CHARTER SCHOOL

Enrollment 97-98	420
Grades Served 97-98	K-7
Students on Waiting List	364
Total Instructional Staff 97-98	35
Student to Teacher Ratio	12:1
Average Per Pupil Tuition	$5,444
School Hours of Operation	8:00-3:15
School Days	182
Structured Learning Time (hrs.)	1074
Teacher Salary Range	$18,000-$44,700
Staff Turnover	3%
% Teachers Certified	90%

Demographic Profile (1997-98)



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BENJAMIN BANNEKER CHARTER SCHOOL
Cambridge

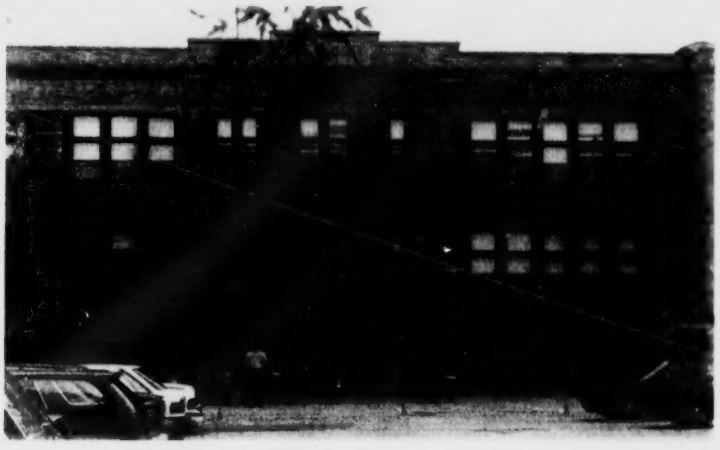
The mission of the Benjamin Banneker Charter School is to help minority and disadvantaged youth overcome the traditional barriers to academic success, and to provide all Cambridge youth with an educational opportunity to develop their talents, fulfill their potential, and excel in all areas of life.

Description: Taking its name from the noted African American Renaissance man of the 18th century whose life was filled with invention and achievement in mathematics and science, Benjamin Banneker Charter School seeks to offer students a strong, well-rounded academic foundation with a focus on math and science. The program sets high expectations for all students and is designed to encourage them to learn cooperatively and at their own pace.

Opened in the former Notre Dame School in North Cambridge, Benjamin Banneker seeks to create an orderly yet nurturing environment in which students, grades Kindergarten through five, are not allowed to fall behind in their studies. The school, whose student population is predominantly black and Hispanic, was established to help minority and disadvantaged students succeed academically.

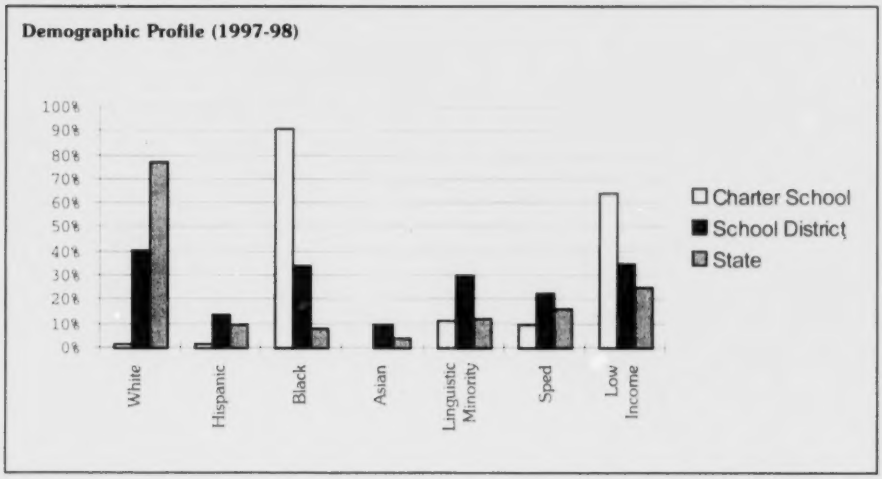
The school day begins with a "family meeting," an opportunity for calisthenics, play time, and discussion about issues ranging from school rules to field trips. At certain points during the school year, children must exhibit what they have learned in front of an audience of teachers, parents, and classmates.

Origin: The Benjamin Banneker Charter School was started by a group of black educators and parents, community leaders and others who believe that too often minority children are not being well-served in public schools. "This school is about opportunity for the kids who have been missing it," explains Scott Darling, a lawyer who serves on the Board of Trustees.



BENJAMIN BANNEKER SCHOOL

Enrollment 97-98	255
Grades Served 97-98	K-6
Students on Waiting List	81
Total Instructional Staff 97-98	28
Student to Teacher Ratio	9:1
Average Per Pupil Tuition	$6,882
School Hours of Operation	8:00-3:00
School Days	180
Structured Learning Time (hrs.)	978
Teacher Salary Range	$31,000-$50,000
Staff Turnover	5%
% Teachers Certified	55%



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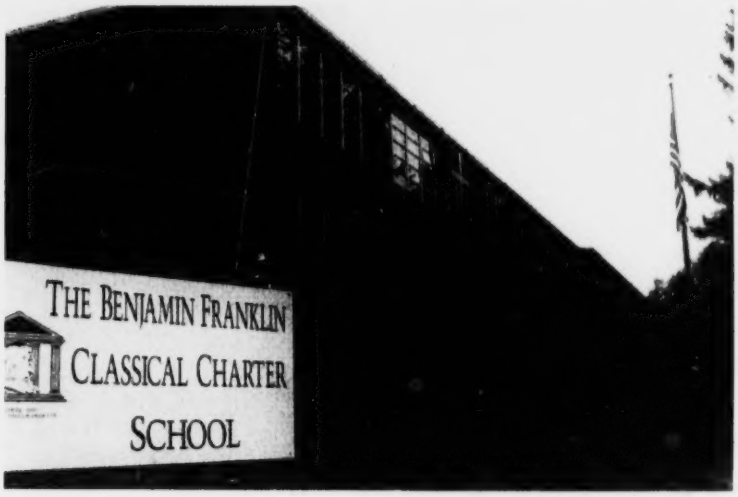
BENJAMIN FRANKLIN CLASSICAL CHARTER SCHOOL
Franklin

The mission of the Benjamin Franklin Classical Charter School is to assist parents in their role as primary educators of their children by providing children with a classical academic education coupled with sound character development and opportunities for community service.

Description: The Benjamin Franklin Classical Charter School, which rents the former St. Mary's School near the center of the bedroom community of Franklin, was founded by parents. The school is a focused, purposeful organization whose activities are undergirded by the school's "four pillars": parental involvement, core knowledge, community service, and character development. Core knowledge refers to the curriculum developed by E.D. Hirsch, which describes the academic content children should know by the end of each grade.

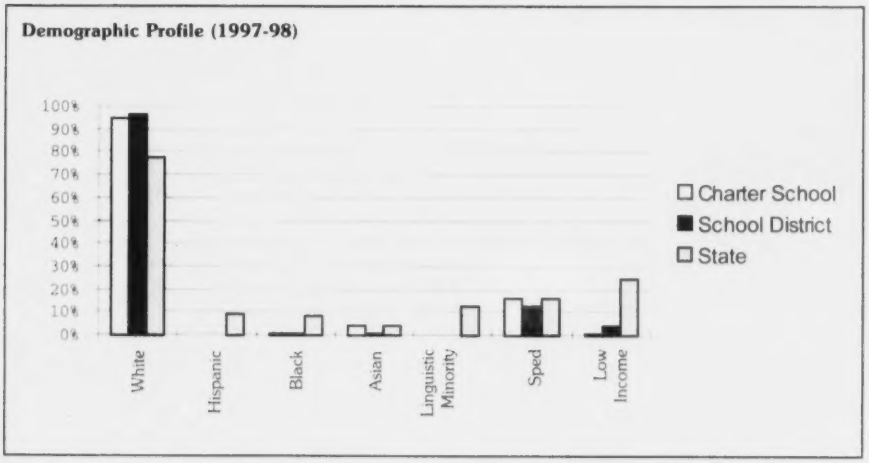
In addition to the use of Hirsch's Core Knowledge Sequence, character education is woven throughout the entire academic program of this school. The approach to character education, inspired by the school's namesake, Benjamin Franklin, is to encourage students to strive toward virtue daily. Students learn about and receive recognition for demonstrations of such virtues as honesty, discipline, compassion, frugality, industry, moderation, and humility. Students keep a weekly character journal in which they reflect on the Virtue of the Month and participate regularly in community service opportunities as part of the school's graduation requirements.

Origin: A group of parents in Franklin who met through their children's school-related activities wanted a public school that was in sync with their common belief that character building, self-worth, and academic depth are central to the education of children. "There are character traits that are universally respected and acclaimed, and there is basic content that all children should know," explains Tim Casey, one of the school's parent founders. "That's what this school is all about."



BENJAMIN FRANKLIN CLASSICAL

Enrollment 97-98	255
Grades Served 97-98	K-6
Students on Waiting List	63
Total Instructional Staff 97-98	17.1
Student to Teacher Ratio	15:1
Average Per Pupil Tuition	$5,399
School Hours of Operation	9:00-3:20
School Days	181
Structured Learning Time (hrs.)	1176
Teacher Salary Range	$29,000-$40,720
Staff Turnover	2%
% Teachers Certified	70%



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BOSTON RENAISSANCE CHARTER SCHOOL
Boston

The mission of the Boston Renaissance Charter School is to provide Boston children from grades K-12 with the fully-rounded and high quality education they will need to take their place in the economic and political life of their city and country.

Description: Boston Renaissance, one of the largest charter schools in the nation, emphasizes a world class education, as well as civility and civic responsibility. Within a newly renovated 14-story building in the heart of Boston, the school provides a rigorous general curriculum, with a particular focus on reading and mathematics and instruction for all students in a second language. To fulfill its goal of computer and technological literacy for all students, Renaissance provides access to a range of electronic tools at home and at school and to networks that connect students to teachers, to other schools, and to a rich assortment of databases.

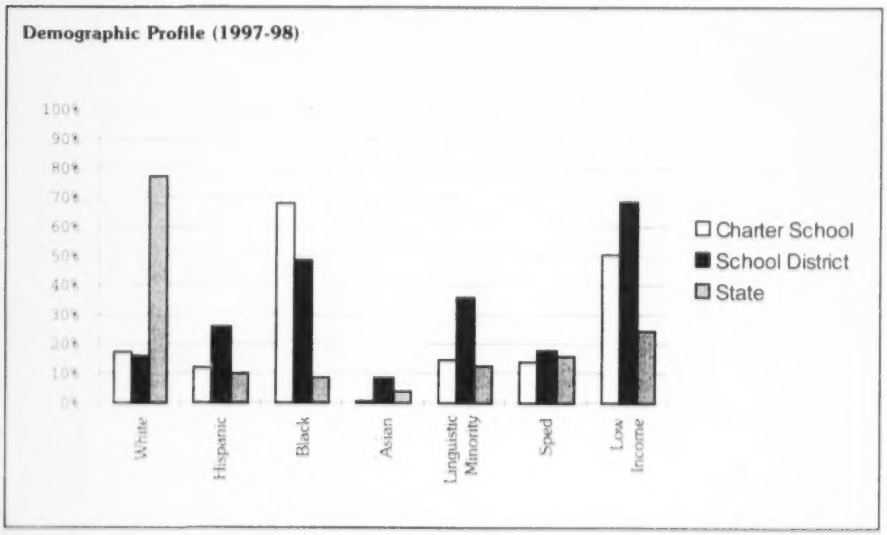
The ethos of the school is one of structure and seriousness combined with enjoyment and opportunity. The school is divided into "houses" of just over 100 students each who will remain together for several years, creating greater continuity between students and teachers, and a strong sense of community.

The Boston Renaissance Charter School is a partnership of a local foundation and The Edison Project, a private management company, which is providing an innovative curriculum, professional development for teachers and an ambitious use of technology. Each student is supplied an Apple computer at home that is linked to the school. A longer school day is designed to help students meet challenging academic standards and provides considerable exposure to art, music, drama, and foreign language.

Origin: The founding coalition of the Renaissance School consisted of a partnership between the Massachusetts-based Horace Mann Foundation and The Edison Project, working in conjunction with dozens of interested Bostonians. "The idea was to create a catalyst, an engine, a symbol of what you could have in an urban setting," says Bob Gaudet, a school founder. "We want it to be something everybody can look at and utilize to find a way to create effective schools."

BOSTON RENAISSANCE

Enrollment 97-98	1077
Grades Served 97-98	K-8
Students on Waiting List	1553
Total Instructional Staff 97-98	72
Student to Teacher Ratio	15:1
Average Per Pupil Tuition	$7,666
School Hours of Operation	7:30-3:30
School Days	200
Structured Learning Time (hrs.)	1151-1225
Teacher Salary Range	$32,000-$55,000
Staff Turnover	9%
% Teachers Certified	47%



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BOSTON UNIVERSITY RESIDENTIAL CHARTER SCHOOL
Granby

The mission of the Boston University Residential Charter School is to offer a unique educational opportunity for young people unsupported by a home or family structure to develop their potential in order to become contributors to society.

Description: When the Boston University Residential Charter School opened in November, 1997, on the campus of St. Hyacinth College and Seminary in Granby, Massachusetts, it became the nation's first residential charter school. The school serves high school students in state residential care, offering a program with four primary areas of focus: academic preparation, experiential learning, community service, and life-skills preparation.

As a residential program, this school aims to replicate as closely as possible a cohesive and nurturing community environment for young people without family supports. It is intended to provide children with a mid-range of services, less restrictive than a secure facility but more structured than a foster home. The program offers opportunities throughout the year for personal, social, academic, and vocational enrichment.

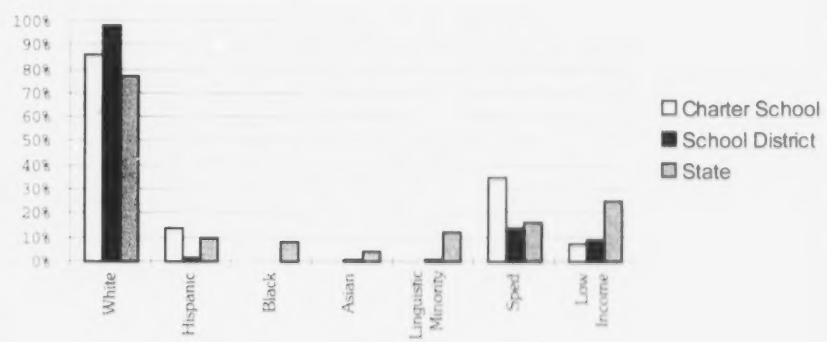
The school looks for students who have a willingness to work on academic and social skills. Small classes averaging 5 students allow teachers to focus on the student's individual needs. The school's aim is to give students the specific skills they need to prepare them for whatever they want to do-return home, go to college, enter the military, or work.

Origin: The charter school was established by Boston University, which developed this school model in collaboration with Concord-Assabet Family and Adolescent Services, Inc., a leading social service agency. The lead founder of this school is a career naval officer, Admiral W. Norman Johnson, USN (Ret.), Vice President and Dean of Students at Boston University. Headmaster Edward Gotgart states, "We are absolutely convinced that this is a missing link in the spectrum of children's services which often see young people shuffled between state programs and foster homes. At least here they can put down some roots."

BOSTON UNIVERSITY RESIDENTIAL

Enrollment 97-98	20
Grades Served 97-98	7-12
Students on Waiting List	28
Total Instructional Staff 97-98	6
Student to Teacher Ratio	3.3:1
Average Per Pupil Tuition	$5,724
School Hours of Operation	8:00-3:15
School Days	169
Structured Learning Time (hrs.)	1183
Teacher Salary Range	$30,000-$40,000
Staff Turnover	5%
% Teachers Certified	83%

Demographic Profile (1997-98)



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CAPE COD LIGHTHOUSE CHARTER SCHOOL
Orleans

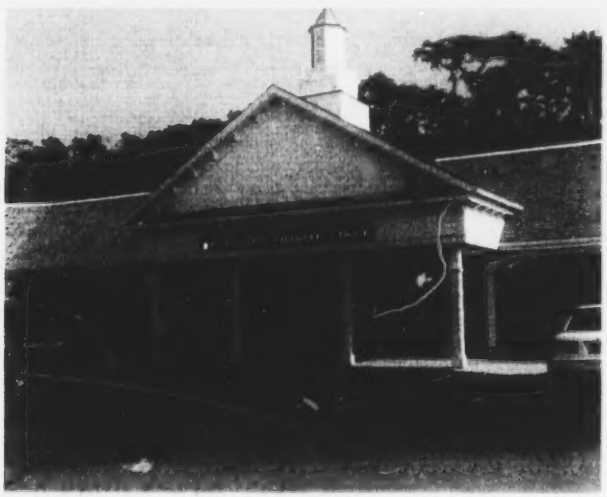
The mission of Cape Cod Lighthouse Charter School is to foster the intellectual development of early adolescents by providing a student-centered program of challenging interactive learning experiences that bridges traditional academic disciplines.

Description: Located in a professional plaza in the resort-town of Orleans, Cape Cod Lighthouse Charter School is a middle school that allows students to move at their own pace through an interdisciplinary curriculum. In addition to projects that cut across the core academic subjects such as science and history, the school also offers programs in the performing and visual arts, including drawing, painting, sculpting, and woodworking. The school seeks to establish a community of learning that is built upon the values of personal responsibility, consideration for others, respect for the environment, academic integrity, and perseverance.

Cape Cod Lighthouse is sustained by a small but dedicated and creative staff who are energized by the school's small class sizes and non-institutional environment. The teachers make key decisions, with support and guidance from the school's administrator. The fact that the school had a "writer in residence" and brought a Shakespeare troupe to the school are only two examples of how it both utilizes and bolsters the academic and cultural riches of the Cape.

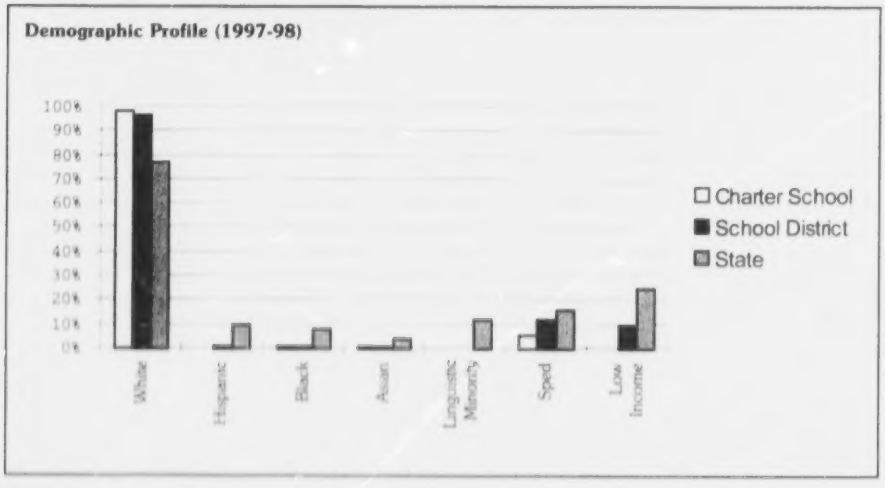
The school uses a flexible day schedule, hands-on classroom learning with on-site field learning opportunities organized by teams of teachers and community partners such as Cape Cod Museum of Natural History, Cape National Seashore, The Cape Cod Astronomical Society, Massachusetts Audubon Society, Castle Hill Center for the Arts, The Five College Consortium, and the Boston Children's Museum. The Lighthouse School has also forged partnerships with the other public junior high and high schools.

Origin: The school, inspired by Ted Sizer's Coalition of Essential Schools, was founded by a grass-roots coalition of parents and community organizations. As Paula Miner, a founding parent and Trustee put it, "We wanted to create a school that demands much of students, that takes advantage of community resources, and where there isn't an artificial boundary between the practical and theoretical."



CAPE COD LIGHTHOUSE

Enrollment 97-98	163
Grades Served 97-98	6-8
Students on Waiting List	71
Total Instructional Staff 97-98	17
Student to Teacher Ratio	10:1
Average Per Pupil Tuition	$7,531
School Hours of Operation	8:55-3:15
School Days	180
Structured Learning Time (hrs.)	948
Teacher Salary Range	$23,000-$50,000
Staff Turnover	2%
% Teachers Certified	75%



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CHELMSFORD PUBLIC CHARTER SCHOOL
Chelmsford

The mission of the Chelmsford Public Charter School is to provide students with a challenging interdisciplinary education that allows them to achieve their maximum potential through a participatory, relevant, and applied learning process.

Description: Housed in the first floor of a two-story office building with a school-like facade, Chelmsford Public Charter School is a middle school program that emphasizes the development of problem-solving skills that can be applied in all disciplines. The school's academic, organizational and instructional practices are aimed at assuring that all students achieve these objectives to the highest level possible. The staff has created academic standards based on the Massachusetts Curriculum Frameworks and The New Standards, which specify what all students need to know and be able to do in the areas of mathematics, language arts, social studies, science, Spanish and health. The use of theoretical constructs called Systems Thinking and System Dynamics gives students a mental framework for processing knowledge, synthesizing learning and seeing beyond the facts to understand broader principles.

The role of the teacher at Chelmsford Public Charter School is that of a facilitator in hands-on, project-based classrooms. All students are in multi-age classes and remain with the same teacher for two years. Parents receive frequent and detailed reports through weekly feedback forms, monthly parent meetings, and trimester report cards.

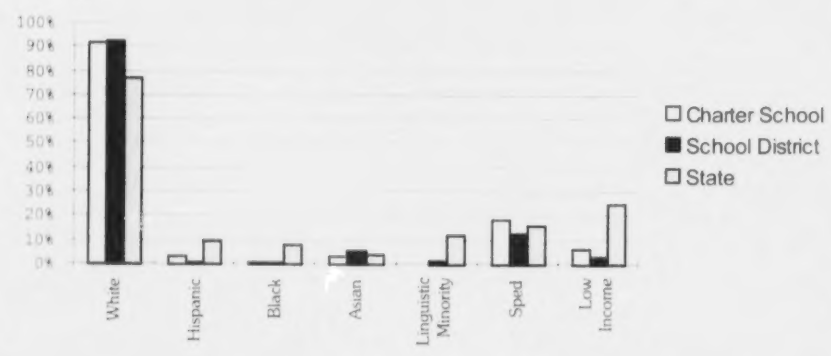
The school uses the latest technology to support teaching and learning. Each classroom has a minimum of four internally networked computers with direct Internet access and a voice mail system with a Homework Hotline. Beacon Education management, a for-profit educational management company, manages the school.

Origin: The school was founded by the Chelmsford Alliance for Education, a coalition of community members, parents and businesses that, since 1992, has been working to improve public education in Chelmsford. Members of this coalition, a number of whom are engineers and scientists, wanted to create a different middle school option that would better prepare children for the academic challenges of high school and college. "Change was happening in some places, but we wanted it to happen faster," says Nina Lewin, a founder and parent. "I wanted it to happen in time for my kids to benefit."

CHELMSFORD PUBLIC CHARTER SCHOOL

Enrollment 97-98	176
Grades Served 97-98	5-8
Students on Waiting List	58
Total Instructional Staff 97-98	10
Student to Teacher Ratio	18:1
Average Per Pupil Tuition	$5,556
School Hours of Operation	7:45-2:45
School Days	184
Structured Learning Time (hrs.)	1000
Teacher Salary Range	$37,000
Staff Turnover	1%
% Teachers Certified	25%

Demographic Profile (1997-98)



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CITY ON A HILL CHARTER SCHOOL
Boston

The mission of City on a Hill Charter School is to graduate responsible, resourceful, and respectful democratic citizens prepared to advance community, culture, and commerce.

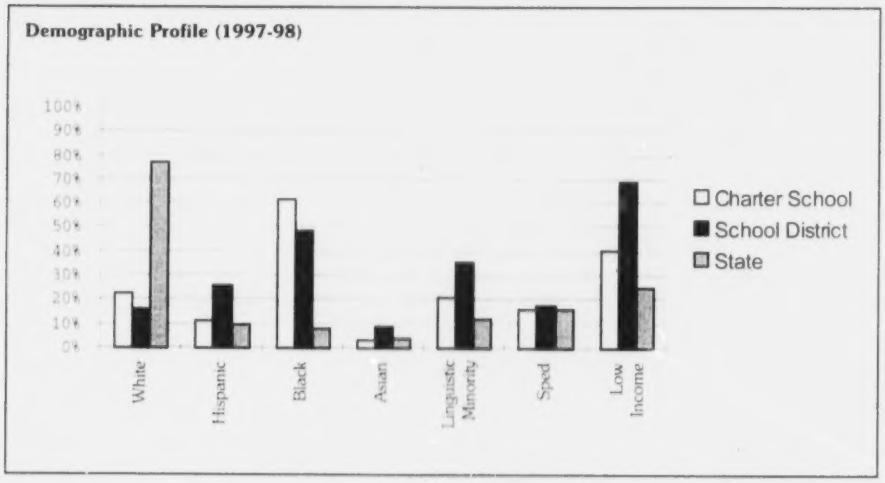
Description: Located within the Main YMCA building in downtown Boston, City on a Hill Charter School is an urban high school where high expectations, seriousness, and a sense of community are the hallmarks. All students read Shakespeare, write essays, speak in public, use computers, study algebra, read primary documents in history, and learn to swim. Additionally, all students wear the school's simple uniform, participate in a weekly school town meeting (where they have debated everything from U.S. foreign policy to school rules), complete several hours of homework a night, and perform public service in such places as Boston Medical Center, Citizen Schools, and the Center for Women and Enterprise. Last year, the students were able to extend their education beyond the classroom by visiting museums, climbing Mount Monadnock, and travelling to Ellis Island.

The school, which boasts near-perfect attendance, is open from 7:00 a.m. to 6:00 p.m., with a study hall on Saturdays. Most students spend the summer in internships and academic programs throughout Boston. Teachers at City on a Hill are free to manage their own classrooms as they see fit, but are evaluated on the basis of student outcomes. These outcomes are derived, in part, by 130 members of the public who served on juries at year-end to assess students in reading, speaking, math and science. All students — most of whom are children of color from Boston's toughest neighborhoods — were putting in 14-hour school days in June preparing for their final projects, final examinations, and final public presentations before citizen juries.

Origin: Ann Connolly Tolkoff and Sarah Kass, the school's founders, were teachers at Chelsea High School. Frustrated by low academic standards and the system in which they were being asked to teach, the two began to talk about creating a different kind of school. "I passionately believe in the power of education to change things," says Ann, a longtime public school teacher who had reservations about the charter school initiative. "I had to give a lot of thought to this, and Sarah would say, 'this is the hope for public education.'"

CITY ON A HILL SCHOOL

Enrollment 97-98	146
Grades Served 97-98	9-12
Students on Waiting List	105
Total Instructional Staff 97-98	10.75
Student to Teacher Ratio	14:1
Average Per Pupil Tuition	$7,666
School Hours of Operation	8:30-3:25
School Days	180
Structured Learning Time (hrs.)	1170
Teacher Salary Range	$35,000-$50,000
Staff Turnover	2%
% Teachers Certified	70%



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COMMUNITY DAY CHARTER SCHOOL

Lawrence

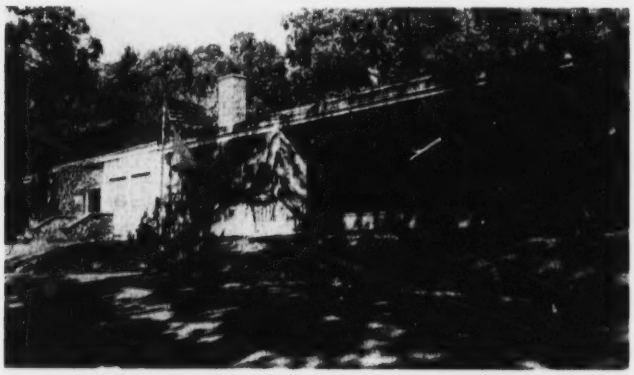
The mission of Community Day Charter School is to work as a community to discover and support the special characteristics and unique learning styles of each student, helping them achieve basic mastery in mathematics, English, science, social studies, and Spanish.

Description: The approach of Community Day Charter School is to create a safe and supportive environment in which staff are free to do whatever it takes to help its predominantly Hispanic student body succeed academically. In a building on a hillside overlooking the old mill buildings of Lawrence, the school has one teacher and one aide in each classroom, at least one of whom is able to speak Spanish. Community Day supports a variety of teaching styles within the context of individualized learning plans for each student, with an emphasis on hands-on experiential learning.

The curriculum and testing used by Community Day is based upon Modern Red Schoolhouse, a performance-based school design that has earned national recognition as one of the New American Schools Development Corporation models. In order to help all students meet the challenge of this rigorous curriculum, Community Day has a longer school day and year. The school, which requires uniforms and weaves drug prevention efforts into the life of the school, refers families to social services, helps implement social service plans, and in some cases, provides social services directly, as needed.

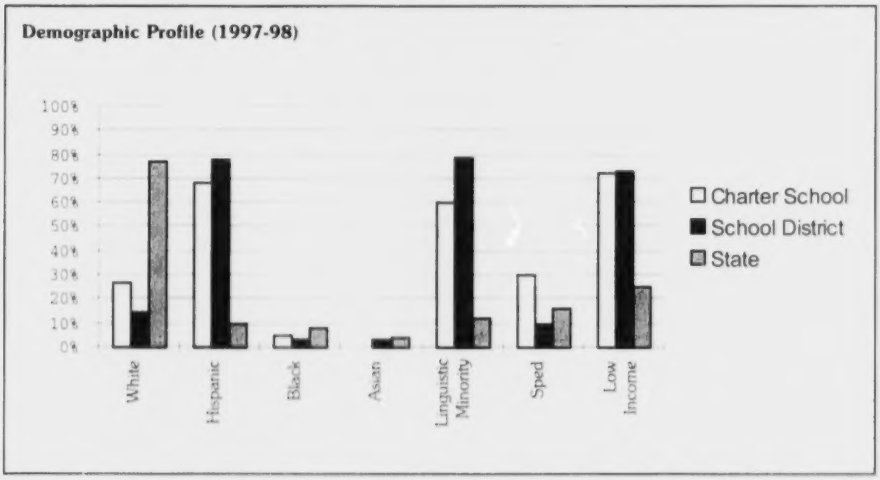
Parents have found that the school's high expectations for students and the school's expert and energetic staff are matched by its high regard for parent input and participation. A number of parents have even attributed the school as the reason they decided to stay in (or move back to) Lawrence.

Origin: Community Day Charter School was created by a city-wide coalition led by Sheila Balboni, who for twenty-five years has run Community Day Care Center of Lawrence, Inc., a community-based organization dedicated to providing child care, education, and support for working families. "We were prodded by families," says Sheila, "to create a public elementary school that incorporated the features of our existing programs — parent input, bilingual staff, relevant curriculum, and a welcoming and warm environment."



COMMUNITY DAY CHARTER SCHOOL

Enrollment 97-98	196
Grades Served 97-98	K-6
Students on Waiting List	389
Total Instructional Staff 97-98	16
Student to Teacher Ratio	12:1
Average Per Pupil Tuition	$6,436
School Hours of Operation	8:00-4:00
School Days	185
Structured Learning Time (hrs.)	1194
Teacher Salary Range	$26,000-$36,500
Staff Turnover	1%
% Teachers Certified	100%



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FRANCIS W. PARKER CHARTER SCHOOL
Fort Devens

The mission of Francis W. Parker Charter School is to help all students learn to use their minds well by mastering a limited number of essential skills and areas of knowledge through a student-centered interdisciplinary educational process.

General Description: The Francis W. Parker Charter School is named for a 19th century man who is known as the father of progressive education. It uses the Coalition of Essential Schools philosophy that students should master a limited number of essential skills and areas of knowledge rather than broad and comprehensive content-driven curricula.

Located in a former military building on Ft. Devens, the Parker School is a democratically governed secondary school with a curriculum comprised of extended units that integrate the core academic subjects. A 12-week project in history/philosophy/social science, for example, consists of studying the "Melian dialogue" in Thucydides, Thomas Paine's "Common Sense," the Declaration of Independence, the Constitution; George Orwell's "Animal Farm" and speeches by Martin Luther King and Patrick Henry.

Ted Sizer's Ten Common Principles of Essential Schools guide the educational practice of the school. Among these are that teaching and learning should be personalized, that the governing metaphor should be the student-as-worker rather than teacher-as-deliverer, and that there is no system of credit earned by time spent in class, only for mastery of skills and areas of knowledge.

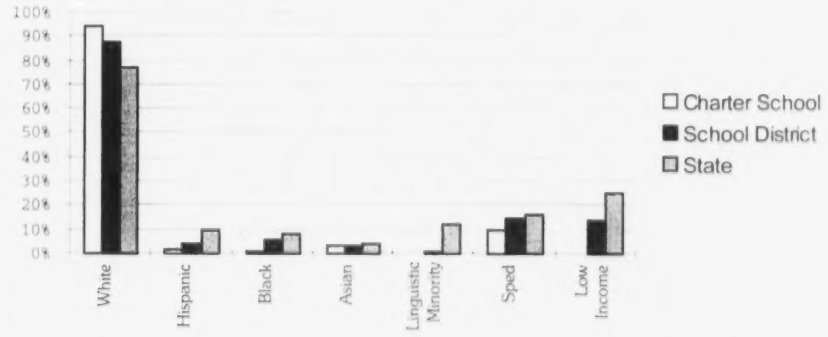
Each year, the school will add a grade level, going up to 12th grade. There are no "grades," only "divisions" with students of mixed ages. Students assemble a division-end portfolio in two domains: mathematics, science and technology; and arts and humanities. Students advance to the next level when their portfolio shows that they are consistently meeting the standards for that division.

Origin: Founded by a group of parents, academics, and former school committee members living in the Harvard area, including John Stadler, a venture capitalist, Laura Rogers, an educational psychologist, Kathleen Cushman, a journalist, and Ted Sizer, author, and former director of the Annenberg Institute for School Reform. "What this school is," says Sizer, "is an expression of the purely American belief in democracy, belief in the freedom of the mind."

FRANCIS W. PARKER SCHOOL

Enrollment 97-98	256
Grades Served 97-98	7-10
Students on Waiting List	75
Total Instructional Staff 97-98	24.5
Student to Teacher Ratio	10:1
Average Per Pupil Tuition	$6,445
School Hours of Operation	8:30-3:30
School Days	185
Structured Learning Time (hrs.)	1042
Teacher Salary Range	$26,000-$55,000
Staff Turnover	6%
% Teachers Certified	66%

Demographic Profile (1997-98)



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HILLTOWN COOPERATIVE CHARTER SCHOOL
Willamsburg

The mission of the Hilltown Cooperative Charter School is to involve the school and the community in sustaining a non-discriminatory, rural, learning environment that uses the innate curiosity and creativity of children to stimulate exploration of the arts and sciences through an integrated curriculum.

Description: Hilltown Cooperative Charter School is a small charter school, located in the rural hilltown of Williamsburg. It is an elementary school that draws upon the "Reggio Emilia" approach to learning, a child-centered pre-school program created after World War II in the Italian village for which it was named. The approach aims to let a child's queries and interests guide the curriculum. For instance, a class of students, ages 5-7, expressed a particular interest in outer space. Meetings with students and parents ultimately resulted in the joint creation of a model spaceship. Academic skills were taught in the context of this construction project.

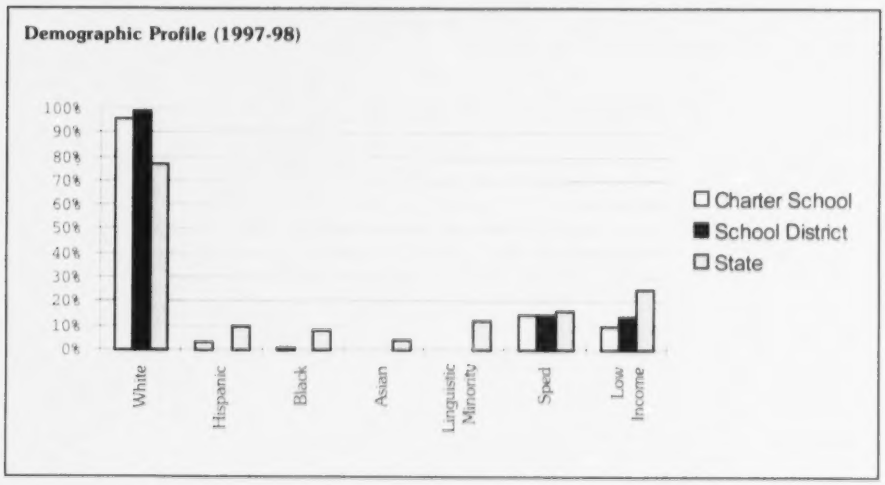
A central theme is selected each year for the entire school, serving as a point of departure for learning and skill development in all areas. Because the visual and performing arts are woven throughout the curriculum, the school, located in a renovated mill building at the side of the Mill River, has the feel of an art studio. Hilltown's students are grouped in small, mixed-age classrooms that have a rich supply of materials, such as natural plant materials, musical instruments, paint, paper, children's literature, wire, tape recorders, microscopes, clay, recycled materials, and math manipulatives, that are available for exploration, problem solving, and project learning.

The school enjoys a high level of parent involvement, with an open classroom policy for parents to visit, observe, and participate. While an administrator handles the school's day-to-day management, the school is governed by consensus management through a cooperative organizational model.

Origin: Parents in the rural communities of Hampshire county wanted a child-centered elementary school program where teachers would have the ability to pursue the creative impulses of children in the classroom. Bill Cutler, one of the school's founders, describes the original motivation as a "desire to create an environment that stimulates the natural creativity of children."

HILLTOWN COOPERATIVE CHARTER SCHOOL

Enrollment 97-98	73
Grades Served 97-98	K-6
Students on Waiting List	57
Total Instructional Staff 97-98	5
Student to Teacher Ratio	14.6:1
Average Per Pupil Tuition	$5,627
School Hours of Operation	8:30-3:00
School Days	180
Structured Learning Time (hrs.)	900
Teacher Salary Range	$25,000-$28,300
Staff Turnover	1%
% Teachers Certified	100%



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LAWRENCE FAMILY DEVELOPMENT CHARTER SCHOOL
Lawrence

The mission of the Lawrence Family Development Charter School is to use a parental involvement program and a two-way bilingual program as the foundation for increased academic achievement of children.

Description: Located in a renovated building that was once the headquarters for the Blue Seal Feed Company, Lawrence Family Development Charter School offers a thematic curriculum in a two-way language model (English and Spanish) to children of predominantly working class Hispanic residents of Lawrence. This elementary school program requires school uniforms and features small class sizes with an aide in every room. The curriculum follows guidelines established in the state curriculum frameworks, with an emphasis on literacy as a foundation skill for learning in all subject areas. Technology, values, and citizenship are integrated throughout the curriculum.

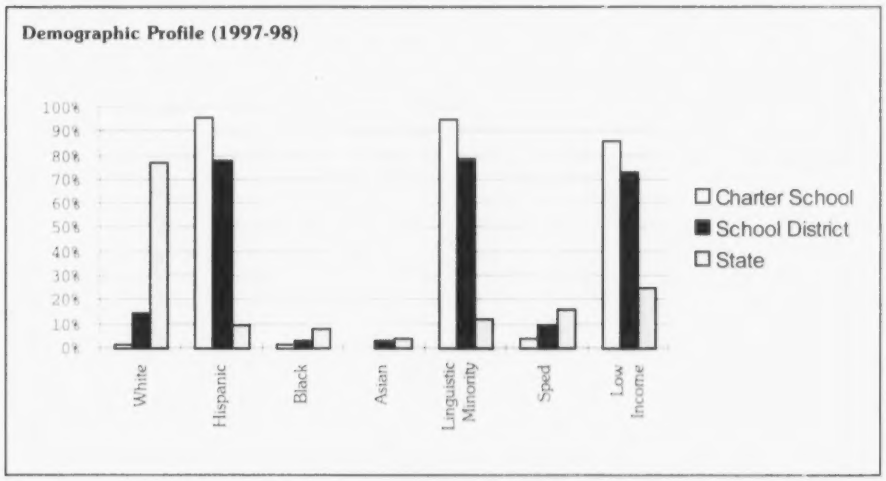
Lawrence Family Development has established a number of partnerships in the community. Physical education classes are provided at the YWCA of Greater Lawrence. The art program is offered in collaboration with the Essex Arts Center. An After School program is coordinated by a Marist volunteer and staffed by parents, youth from the Lawrence Youth Commission City CORE, and students from Phillips Academy, Andover. Nursing services and health education are provided by Greater Lawrence Family Health Center. The instrumental music program is coordinated through the Phillips Academy Music Department. Environmental education projects are offered through the Lawrence Heritage State Park and Massachusetts Department of Environmental Management.

Family development is not just a part of the school's name, it is a central part of the school's activities. Parent outreach and involvement is seen as a force in improving the academic performance of students. The school's Family Learning Center offers programs and training throughout the day in English as a second language, family literacy, citizenship, parenting, and substitute teaching.

Origin: The school was created by members of the Lawrence Family Development and Education Fund, Inc., a non-profit organization committed to strengthening the family through education as a basis for rebuilding community, and a group of Latino parents, members of the Parent Mobilization Project of the Lawrence Youth Commission. The idea for the school started with Patricia Karl, a former public school teacher who says the school became a reality thanks to "parents committed to access to quality education for their own children, and community activists committed to access to quality education for all children."

LAWRENCE FAMILY DEVELOPMENT SCHOOL

Enrollment 97-98	296
Grades Served 97-98	K-5
Students on Waiting List	216
Total Instructional Staff 97-98	33.5
Student to Teacher Ratio	9:1
Average Per Pupil Tuition	$5,921
School Hours of Operation	8:00-3:00
School Days	180
Structured Learning Time (hrs.)	1155
Teacher Salary Range	$26,000-$30,080
Staff Turnover	5%
% Teachers Certified	59%



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LOWELL MIDDLESEX ACADEMY CHARTER SCHOOL
Lowell

The mission of the Lowell Middlesex Academy Charter School is to enable its students to achieve academic, social and career success, and to help all students earn admission to college.

Description: Located on the third floor of the Middlesex Community College in the heart of Lowell, this school offers a college preparatory program to high school drop-outs, almost half of whom represent ethnic minorities, one-third of whom do not speak English as a first language.

Students are grouped in classes without regard to age or grade completed at their previous school. The curriculum is taught by teacher teams, with intensive one-on-one counseling and extensive peer interaction within the classroom. Faculty and students at the high school benefit from college-level resources that come from being housed in a middle college-first-rate classrooms, computer labs, science labs, library and cafeteria.

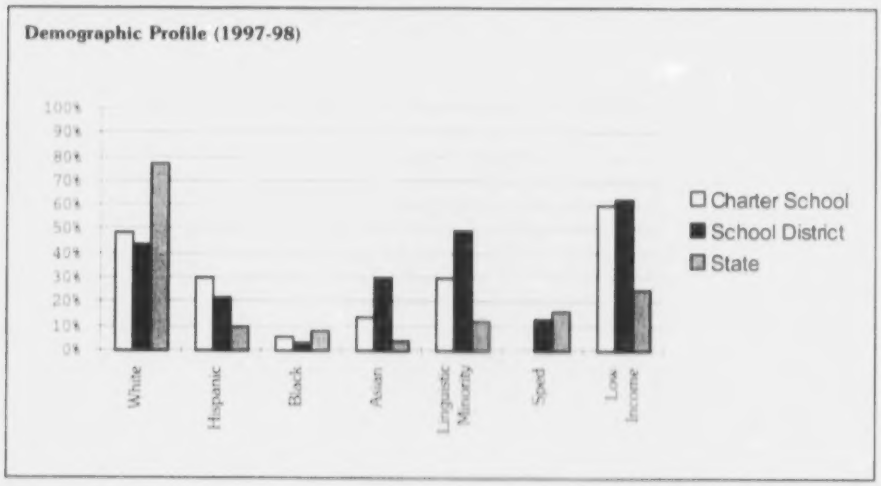
Teachers establish class schedules, and because of a number of students have jobs or other demands on their daytime hours, the school is open from 10:00 a.m. to 7:00 p.m. Dinner is provided on site to all students.

Upon graduating from Lowell Middlesex Academy, each student will have a competency-based high school diploma, a demonstrable set of academic skills, experience in the workplace and/or community service, a clear awareness of the rights and responsibilities of a U.S. citizen, and a personal development plan for the years beyond high school. Of the 38 students that have graduated from the school since 1996, 34 have gone on to college.

Origin: As part of a desegregation plan, the Lowell public schools had contracted with Middlesex Community College every year since 1989 to provide an alternative high school program consisting of remedial and academic instruction for students who had dropped out of Lowell High School. "With the Academy, we set out to create a safe and supportive school that encourages young adults who have fallen through the cracks," says executive director Karen Moore. "Becoming a charter school has meant more flexibility to do our jobs well."

LOWELL MIDDLESEX ACADEMY

Enrollment 97-98	103
Grades Served 97-98	9-12
Students on Waiting List	0
Total Instructional Staff 97-98	7
Student to Teacher Ratio	15:1
Average Per Pupil Tuition	$5,652
School Hours of Operation	10:00-7:00
School Days	195
Structured Learning Time (hrs.)	1250
Teacher Salary Range	$30,000-$37,000
Staff Turnover	1%
% Teachers Certified	57%



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LYNN COMMUNITY CHARTER SCHOOL

Lynn

The mission of the Lynn Community Charter School is to create a supportive learning environment, utilizing an approach based on essential questions and inspired by the Waldorf school model, to help students achieve high academic standards.

Description: Lynn Community Charter School, which opened in Lynn in September 1997, serves about 150 students in kindergarten through fifth grade with plans to expand to the eighth grade. The school features a hands-on, inquiry-based approach that seeks to foster the habits and skills of independent learners and thoughtful citizens. Each class has a year-long theme using actual questions based on the students' exploration of the theme to develop the curriculum.

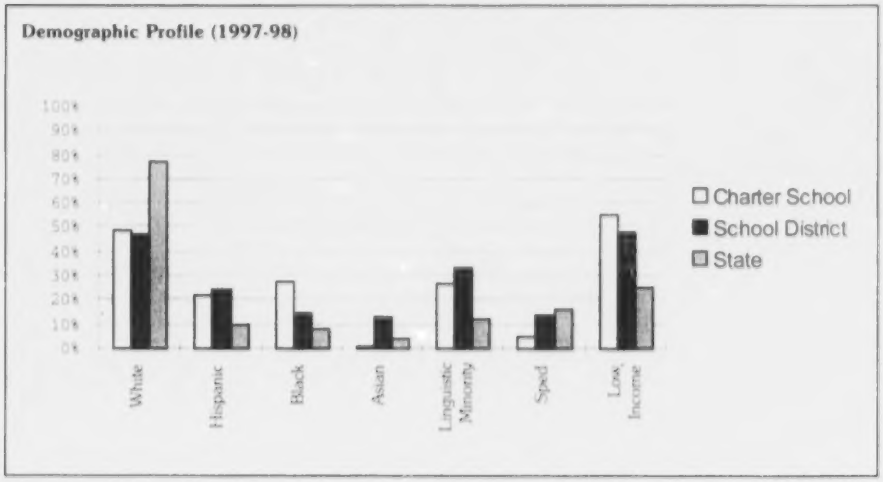
As in Waldorf schools, music, art, drama and movement is an integral part of each school day. Co-counseling, a form of peer counseling, with students and teachers listening to each other on a daily basis, is also an important element of the school. This program builds a sense of community by training and involving parents and other community leaders as co-counselors.

The school has an active after-school program from the end of school at 3:00 p.m. until 6:00 p.m., enabling students to take part in various recreation activities as well as a performing arts program, including ballet and theater classes. Lynn Community Charter School is committed to the visual and performing arts and expects all students to participate in various performing arts and gain experience in the use of different art mediums.

Origin: The school's founding coalition is a diverse, grassroots group of seventeen core members. The group consists primarily of parents, educators, and social service providers from the Lynn community. The school is an Educational Affiliate of the National Coalition Building Institute and has working relationships with: Steven Levy, an ATLAS educational consultant; the Lynn Performing Arts After School Program; the Optimistic Youth Theater; and Salem State College.

LYNN COMMUNITY CHARTER SCHOOL

Enrollment 97-98	150
Grades Served 97-98	K-5
Students on Waiting List	125
Total Instructional Staff 97-98	12.8
Student to Teacher Ratio	12:1
Average Per Pupil Tuition	$6,119
School Hours of Operation	8:00-3:00
School Days	180
Structured Learning Time (hrs.)	916
Teacher Salary Range	$26,000-$35,000
Staff Turnover	4%
% Teachers Certified	60%



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MARBLEHEAD COMMUNITY PUBLIC CHARTER SCHOOL
Marblehead

The mission of Marblehead Community Public Charter School is to create a partnership among community members, teachers, parents and students that will provide early adolescents with the support necessary to reach their highest individual potential intellectually, socially, emotionally and physically, so they can become contributing members of our democratic society.

Description: Marblehead Community Public Charter is a school for fifth through eighth grades that uses a series of themes that incorporate the knowledge and skills of the core academic subjects. The three themes featured last year were: Communication; Time and Space; and Character and Identity. Teachers, who meet and plan together every day, use a flexible approach to teaching that is reflected in each student's individual learning plan. The arts, including music, community service learning, French, human movement and visual arts education is also woven into the curriculum.

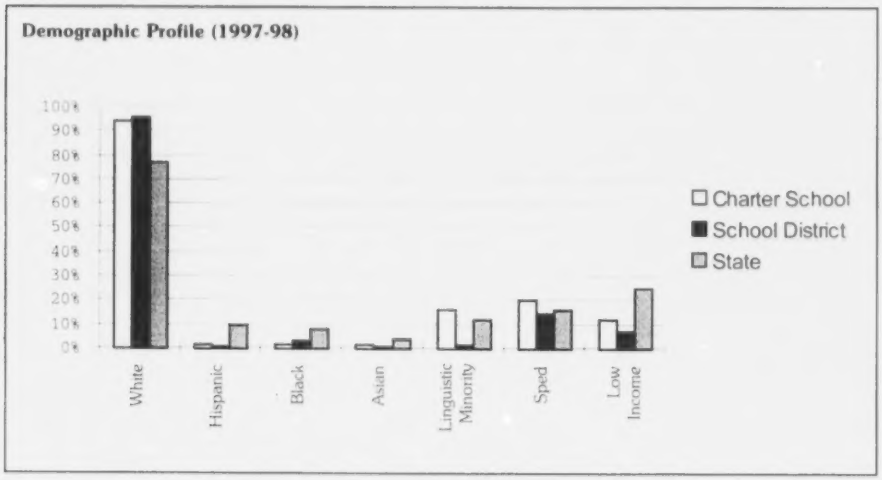
The development of responsible citizenship on the part of all students is one of the school's key objectives. To this end, students participate in town meetings throughout the school year. Students also take part in the daily maintenance of the building, with time reserved each day for student chores, such as sweeping, replenishing bathroom supplies, and taking out the trash. Children also serve meals at "My Brother's Table" in Lynn, and last year interviewed women in nursing homes about the changes in their lives.

As a part of a student's ongoing assessment, the conclusion of each thematic unit brings an exhibition program where students display the breadth and depth of their individual and group studies before an audience of 200-350 parents, teachers and others.

Origin: Marblehead Community Charter Public School was founded by a coalition led by several members of the Marblehead Public Schools Vision and Steering Committee who felt that their recommendations for reform had been ignored. These parents and community leaders wanted a small, experiential, student-centered alternative to the town's regular middle school.

MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL

Enrollment 97-98	178
Grades Served 97-98	5-8
Students on Waiting List	56
Total Instructional Staff 97-98	26
Student to Teacher Ratio	7:1
Average Per Pupil Tuition	$6,208
School Hours of Operation	7:45-3:00
School Days	184
Structured Learning Time (hrs.)	1104
Teacher Salary Range	$32,000-$47,000
Staff Turnover	1%
% Teachers Certified	100%



Contact: **Thomas Commeret**
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MARTHA'S VINEYARD PUBLIC CHARTER SCHOOL
West Tisbury

The mission of the Martha's Vineyard Public Charter School is to cultivate life-long learners in a multi-aged, project-based educational setting.

Description: Students, who range in age from 6 to 17, learn in multi-aged groupings, balancing discrete academic classes with project-based and thematic units of study. Interdisciplinary and experiential learning are planned in a variety of contexts, including individualized work, one-on-one tutoring, advisory groups and project groups. The school, located in a new and expanding facility on a forested plot just outside Vineyard Haven, enrolls 120 students.

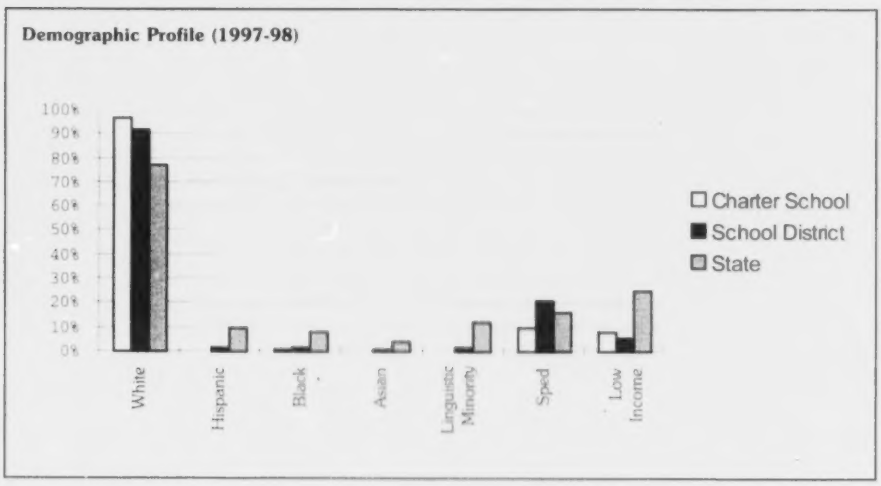
Community members serve as "experts in residence" in order to share their professional expertise and help prepare students for the world of work. Mentorship and community service learning are integrated into the curriculum for individual students. The school uses a town meeting model for weekly school meetings that involve teachers, staff and students in shared decision making.

This past year, a group of 21 students journeyed for two-weeks aboard a schooner for which they planned the itinerary, coordinated the logistics, and researched topics related to sailing, including shipbuilding, navigation, ship wrecks, and oceanography. Students became familiar with all the work needed to sail the boat and performed various crew duties. During the trip, the students kept journals and read related literature. The project was completed when the group provided a school-wide presentation of what they had learned from this experience.

Origin: Martha's Vineyard Public Charter School was started by a coalition of over 100 parents, educators, and other interested community members from across the Island who wanted to create an alternative educational opportunity centered around experiential, project-based learning. "There was a need for a regional school offering island families a choice of a truly learner-centered alternative," recalls Charlotte Costa, one of the school's founders. "Until now, if you wanted an alternative educational opportunity for your child, you had to home-school, move off the island, or, for those who could afford it, send children to off-island private schools."

MARTHA'S VINEYARD CHARTER SCHOOL

Enrollment 97-98	105
Grades Served 97-98	3-10
Students on Waiting List	36
Total Instructional Staff 97-98	9
Student to Teacher Ratio	12:1
Average Per Pupil Tuition	$9,557
School Hours of Operation	8:05-3:00
School Days	180
Structured Learning Time (hrs.)	965
Teacher Salary Range	$35,000-$36,750
Staff Turnover	1%
% Teachers Certified	100%



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NEIGHBORHOOD HOUSE CHARTER SCHOOL
Boston

The mission of Neighborhood House Charter School is to develop in each child: the love of learning; an ability to nurture family members, friends and self; and the ability to engage in critical thinking and to demonstrate complete mastery of the academic building blocks necessary for a successful future.

Description: Neighborhood House is an elementary school in Dorchester where children and their families learn how to identify, understand, and celebrate each child's strengths, learning style, interests and needs. Tailoring the program to each student, the school and family together develop an Individual Learning Plan for each student quarterly, documenting both academic and non-academic goals and accomplishments. A "Family Learning Contract" outlines the level of support each family will devote towards their child's academic progress and to the school as a whole.

The school features small classes, individualized learning and a focus on literacy, science and technology, and creative arts. The academic program is guided by a "succeed anywhere standard," which means that students will be provided with the academic tools which give them the opportunity to succeed at any high quality urban, suburban, or private school they choose to attend. Among the school's special features is the Kidlab, a children's laboratory merging the learning of science with art that is alive with color, action, and the excitement of hands-on learning.

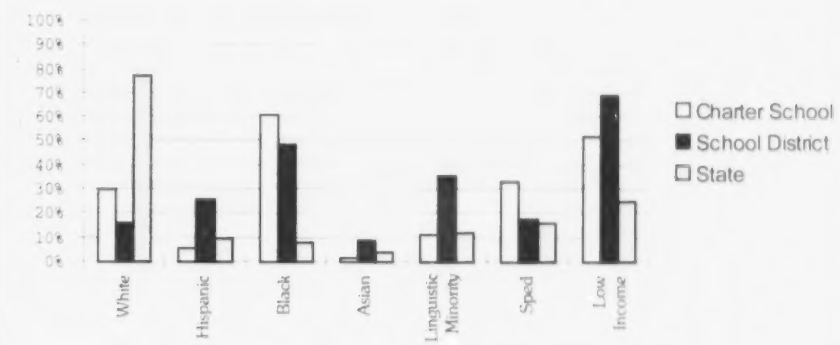
In the spirit of its settlement house tradition, the program at the Neighborhood House Charter School extends beyond the classroom, offering social, health, and recreational services to meet the needs of the whole child and his family. The school has a partnership with the Children's Museum and seeks to become a full service school by augmenting its partnership with the Massachusetts Eye & Ear Infirmary with further health and social service coordination. The Parent Center was founded in 1996 to serve as a hub of family outreach, family services, and parent involvement in the school.

Origin: The charter school is an outgrowth of the non-profit Federated Dorchester Neighborhood Houses, Inc., a community-based educational and social service organization operating in Dorchester for over 30 years. "Our vision was of a community learning center that joins together education, social services, and families under one roof in Dorchester," recalls Kristen McCormack, a parent and founder of the charter school.

NEIGHBORHOOD HOUSE CHARTER SCHOOL

Enrollment 97-98	125
Grades Served 97-98	K-6
Students on Waiting List	485
Total Instructional Staff 97-98	10
Student to Teacher Ratio	13:1
Average Per Pupil Tuition	$7,666
School Hours of Operation	8:15-3:15
School Days	180
Structured Learning Time (hrs.)	1017
Teacher Salary Range	$27,000-$55,000
Staff Turnover	3%
% Teachers Certified	80%

Demographic Profile (1997-98)



Contact: **Kevin Andrews**
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NORTH STAR ACADEMY CHARTER SCHOOL
Springfield

The mission of the North Star Academy Charter School is to prepare inner-city students for college or employment if they choose to delay college enrollment. The school seeks to help inner-city students from the greater Springfield area to take responsibility for their own educational outcomes, earn a high school diploma and develop an appropriate post-graduation plan.

Description: Operating in a store-front office building in downtown Springfield, North Star Academy Charter School seeks to offer a college preparatory curriculum emphasizing skill development through a competency-based, culturally relevant approach to learning. According to the school's design, students progress through three academic levels based on their demonstrated proficiency in English, social studies, math and science, rather than by "seat time" in traditional grade levels.

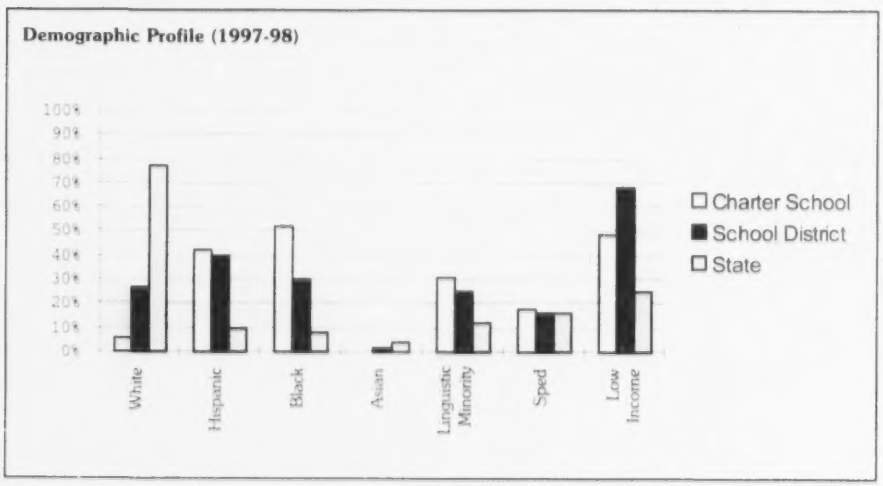
North Star Academy seeks to engage and challenge students who have not been successful in other educational settings. By creating a supportive environment, the school strives to help students believe in themselves, achieve academically, and develop solid career goals.

The North Star Academy features a block schedule with 70-minute class periods. Each Friday at the Academy incorporates a variety of civic, cultural, and individual learning opportunities outside the traditional classroom curriculum. Students participate in structured community service projects and internships in a career field of interest. The school has working partnerships with several local colleges, community centers and other community-based organizations. The school, which is currently serving 108 students from 8:45 a.m. - 4:30 p.m., 210 days per year, will grow to 250 students by the year 2000.

Origin: The school was founded by a coalition of educators, parents, former students and professionals convened by the Learning Tree, a community-based, educational advocacy organization formerly based in Springfield. The North Star Academy Founding Coalition came together and advanced the proposal for the charter in direct response to the low graduation and college matriculation rates, especially for minority students, in Springfield's traditional public schools.

NORTH STAR ACADEMY

Enrollment 97-98	108
Grades Served 97-98	9-12
Students on Waiting List	26
Total Instructional Staff 97-98	8.5
Student to Teacher Ratio	13:1
Average Per Pupil Tuition	$6,278
School Hours of Operation	8:45-4:30
School Days	204
Structured Learning Time (hrs.)	1215
Teacher Salary Range	$25,956-$30,282
Staff Turnover	3%
% Teachers Certified	67%



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PIONEER VALLEY PERFORMING ARTS CHARTER HIGH SCHOOL

Hadley

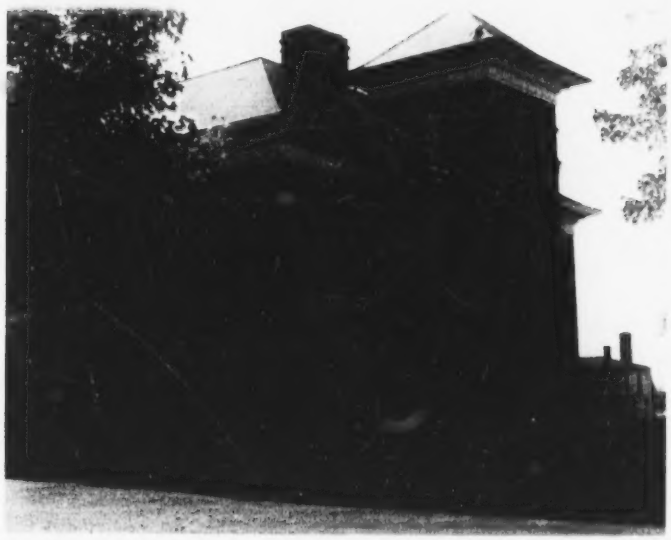
The mission of the Pioneer Valley Performing Arts Charter High School is to provide the Pioneer Valley with a high school for the performing arts, offering students an excellent academic program and access to diverse, creative performing arts programs and resources exceeding those available in other public settings.

Description: Headquartered in a beautiful progressive-era school building in Hadley, Massachusetts, Pioneer Valley Performing Arts Charter High School is the only public school of its kind in the Commonwealth. Last year, the school served 133 ninth and tenth graders, and plans to grow to over 250 students up through twelfth grade over the next three year. Pioneer Valley's faculty teach the core academic subjects through an integrated curriculum that challenges students to employ both reason and imagination, as well as critical and creative thinking.

Students, who come from 27 different school districts, meet in classes of 16 students each during the school day that starts at 8:30 and ends at 4:30. The first six hours are spent on English, math, science, and history. The last two hours are focused on performing arts. Each student has a community-based performing arts internship with a community theater, dance company, composer, or musician.

Pioneer Valley Performing Arts Charter High School will form a "touring" performing company that will travel to other schools, offering not only a performance but also workshops and seminars in the performing arts to students of all ages. In April 1998, the school finished in second place in the statewide high school mock-trial competition.

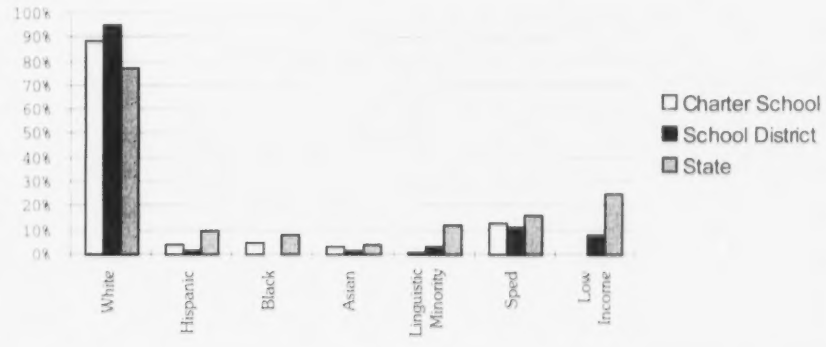
Origin: Pioneer Valley Performing Arts Charter High School was started by the school's administrators, Ljuba Marsh and Bob Brick, along with a coalition of educators and artists active the Hampshire Shakespeare Company. "We've dreamed of a school," says Brick, "that offers a balance of creative and critical thinking — an option that is sorely lacking in the Pioneer Valley and the public schools of Western Massachusetts."



PIONEER VALLEY PERFORMING ARTS

Enrollment 97-98	133
Grades Served 97-98	9-10
Students on Waiting List	52
Total Instructional Staff 97-98	12.8
Student to Teacher Ratio	10.4:1
Average Per Pupil Tuition	$5,850
School Hours of Operation	8:30-4:30
School Days	180
Structured Learning Time (hrs.)	1170
Teacher Salary Range	$25,000-$31,000
Staff Turnover	1%
% Teachers Certified	66%

Demographic Profile (1997-98)



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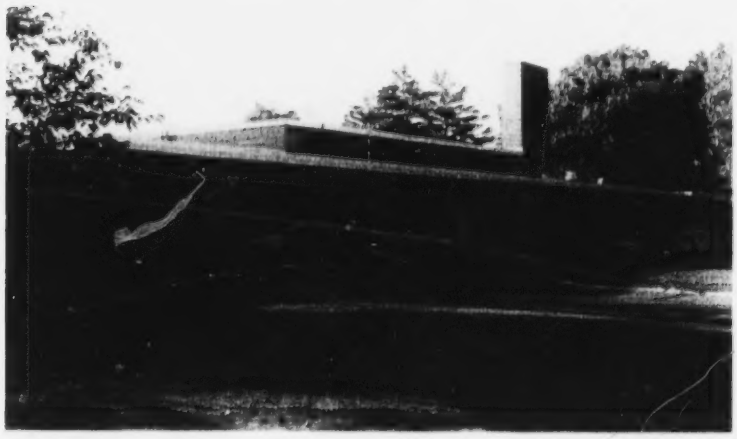
SABIS INTERNATIONAL CHARTER SCHOOL
Springfield

The mission of the Sabis International Charter School is to provide a rigorous, college-prep curriculum to children of different races, religions, nationalities and backgrounds.

Description: This Sabis International Charter School, located in Springfield, serves a student population in grades K-9 that is over sixty percent minority. High academic achievement, accountability and assessment are this school's mantra. Student progress and difficulties are carefully monitored by a computerized system that tracks student, class, teacher and overall school performance. Sabis emphasizes the core subjects of math and English. All students also learn Spanish. Within those disciplines and others (e.g. social studies, art, music, science, physical education) teaching is focused on a clearly specified body of knowledge and skills.

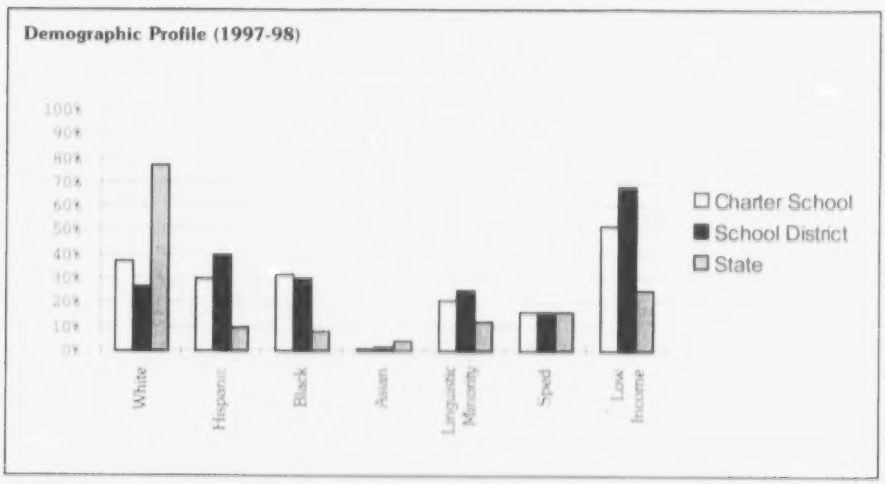
As in the other worldwide network of schools operated by Sabis Educational Systems, Inc., students in this school wear uniforms and teachers use the "point" and "prefect" system of instruction to teach. For each lesson, teachers post the key points to be discussed in each class. Once the teacher covers a point, the work of student prefects is checked. Student prefects, usually numbering five per class, are chosen because they excel in a particular subject. Once the prefects have checked with the teacher to ensure they have mastered the "point," the prefects check the understanding of an assigned group of their classmates. Student leadership is further enhanced by the "Student Life" program in which students earn points for participation in various school activities that reflect the quality and extent of their contribution to the school's learning environment.

Origin: Springfield Public Schools superintendent Peter Negroni, the Mayor, several members of the school committee, and parents invited Sabis Educational Systems, Inc. — a for-profit company that manages schools around the world — to forge a public/private partnership to create, in Superintendent Negroni's words, "a top-notch, results-oriented school that will set the tone for greater student achievement in other Springfield Public Schools."



SABIS INTERNATIONAL CHARTER SCHOOL

Enrollment 97-98	750
Grades Served 97-98	K-9
Students on Waiting List	1080
Total Instructional Staff 97-98	65
Student to Teacher Ratio	12:1
Average Per Pupil Tuition	$5,992
School Hours of Operation	8:55-3:40
School Days	180
Structured Learning Time (hrs.)	990
Teacher Salary Range	$22,500-$40,000
Staff Turnover	4%
% Teachers Certified	86%



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SEVEN HILLS CHARTER SCHOOL
Worcester

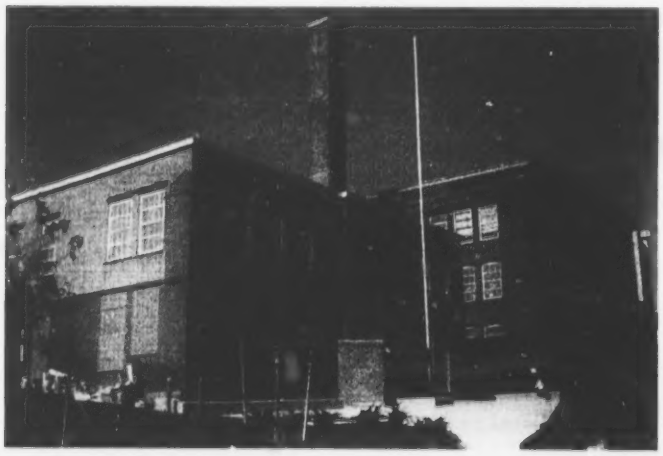
The mission of the Seven Hills Charter School is to prepare a diverse cross-section of Worcester children for success with a high quality education at prevailing public school costs.

Description: The Seven Hills Charter School, which made a beautiful home out of the dilapidated Gage Street School in downtown Worcester, is a K-8 school based on the Edison Project model, offering Worcester families a world-class education through the ambitious use of time and technology, parental involvement, and character education. The curriculum, infused with the best literature, biography, art, and music, will cover five "domains:" humanities and arts; mathematics and science; character and ethics; practical arts and skills; and health and physical fitness.

Every family is given a computer to use at home, facilitating interaction among teachers, students, and parents. Seven Hills has developed a contractual arrangement with the Edison Project, a for-profit company, for the management of the school under the same financial constraints as the district.

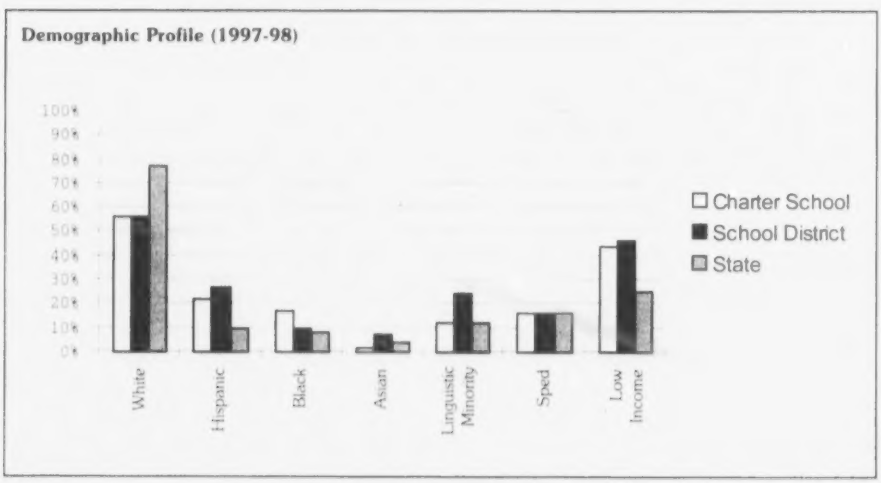
The school is organized into "houses" of 105 students who will remain together for three years, allowing greater continuity between students and teachers. A longer school day, including an after-school program beginning at 3:30, will allow for considerable exposure to art, music, drama, and language. With a school year of 200 days, elementary school students are expected to complete the equivalent of a traditional high school education by the end of 10th grade.

Origin: Seven Hills Charter School is the product of a partnership between a group of Worcester's business, community, and education leaders and the Edison Project. "Edison's vision for public education is one that we wanted to bring to Worcester," says Mark Colborn, a businessman who helped found the school.



SEVEN HILLS CHARTER SCHOOL

Enrollment 97-98	663
Grades Served 97-98	K-8
Students on Waiting List	418
Total Instructional Staff 97-98	36
Student to Teacher Ratio	18:1
Average Per Pupil Tuition	$6,446
School Hours of Operation	7:45-3:15
School Days	190
Structured Learning Time (hrs.)	1239
Teacher Salary Range	$27,000-$56,000
Staff Turnover	10%
% Teachers Certified	98%



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SOMERVILLE CHARTER SCHOOL
Somerville

The mission of the Somerville Charter School is to offer a diverse, multi-ethnic student body an education that has academic achievement as its primary goal and that will develop and strengthen students' ethical, moral, and civic values to mold men and women with the knowledge, skills, and social judgment to face the challenges of an increasingly global environment.

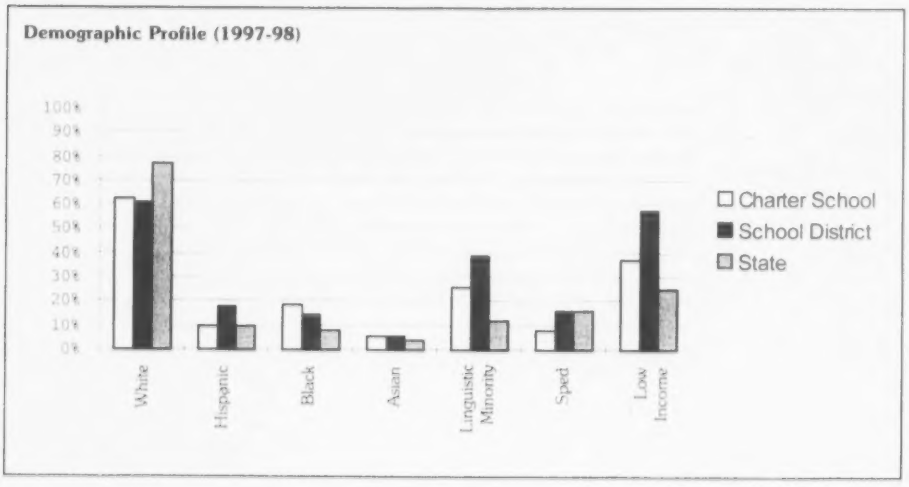
Description: The Somerville Charter School is an elementary school managed by Sabis Educational Systems, Inc., offering a rigorous, college-preparatory educational program with a focus on mathematics and English. Located in the former St. Joseph's school at Union Square in Somerville, the 525-student school offers a performance-based educational program emphasizing English, math, and world languages.

The school's curriculum is based on the research and practice of Sabis Educational Systems, Inc., which operates a network of K-12 college-preparatory schools around the world. It emphasizes abstract reasoning, problem-solving, and critical thinking. Weekly tests on essential concepts and skills helps teachers identify learning gaps so that students can work to close those gaps rather than fall further behind. The goal of the school, which will grow into a K-12 school, is to enable students to acquire a solid proficiency in a second language as well as qualify every student for college.

Origin: The school was founded by a diverse group of parents united by a common vision for academically rigorous education. These parents, who met through their reform efforts within the public school system in Somerville, enlisted the expertise of Sabis Educational Systems to assist them in the academic and administrative management of the charter school. As Harold Oshima, Co-Chair of the Board of Trustees recalls, "We were motivated by a vision of a school where children are challenged to do things they never thought they could, a place where children develop authentic self-confidence, based upon measurable accomplishment and hard work."

SOMERVILLE CHARTER SCHOOL

Enrollment 97-98	524
Grades Served 97-98	K-9
Students on Waiting List	270
Total Instructional Staff 97-98	48.5
Student to Teacher Ratio	10.8:1
Average Per Pupil Tuition	$6,426
School Hours of Operation	8:00-3:00
School Days	182
Structured Learning Time (hrs.)	1092
Teacher Salary Range	$22,000-$32,000
Staff Turnover	12%
% Teachers Certified	75%



Contact: **Carole Forbes**
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SOUTH SHORE CHARTER SCHOOL
Hull

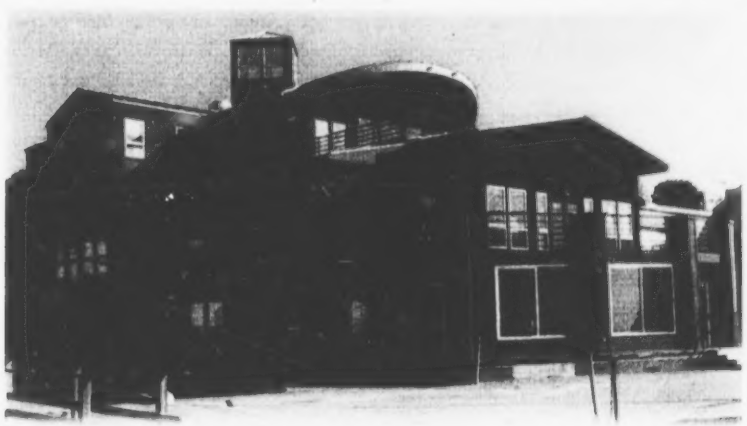
The mission of the South Shore Charter School is to provide each student with an education that fosters initiative, critical thinking, leadership, teamwork, and communication, and that promotes life skills for individual achievement in education, career, community, and life.

Description: South Shore Charter School is a K-12 school operating out of several buildings in Hull. The elementary program uses The Core Knowledge Sequence, developed by E.D. Hirsch. The middle and high school program is project-based and includes a focus on life skills. The curriculum is structured by a series of multi-subject themes and projects. At the secondary school level, where students have the option of taking college-level courses, learning is self-paced. Students take core academic classes, as well as participate in semester or year-long multi-disciplinary projects.

Parents, who are welcome in classrooms at any time, are involved in teacher selection and curriculum development. Students and parents are involved in staff evaluation. In addition to full-time teachers, part-time teachers from colleges, businesses, and other parts of the community augment the secondary school faculty.

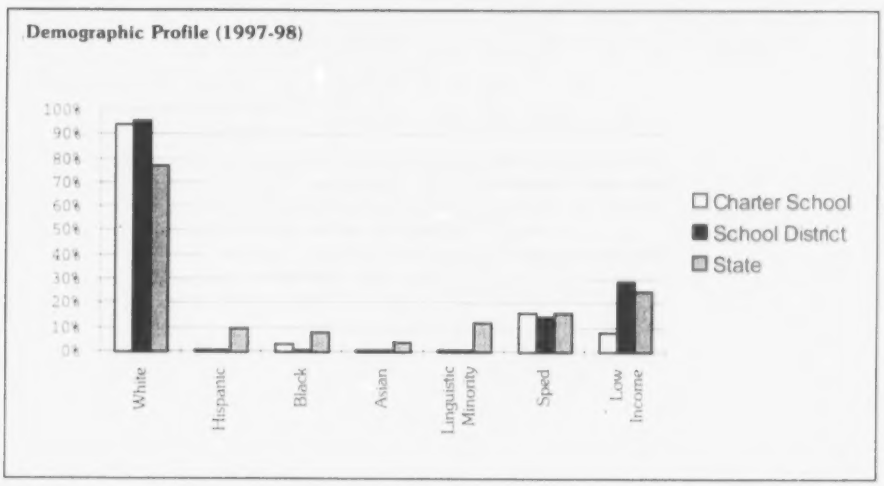
Students work in one of 32 different projects with dozens of local businesses, colleges, or nonprofit partner organizations as their "clients." Students are encouraged to work in teams and to complete their work to their "clients" satisfaction. South Shore Charter School uses formal educational partners to link the student's education with the current needs of the workplace. Older students also engage in paid apprenticeships and take free courses at local public colleges.

Origin: South Shore Charter School was the vision of Timothy Anderson, a consultant who, in 1989, was hired by the Hull Council for Business and Cultural Development to propose a restructuring of the public school curriculum under the town's former superintendent. Unsatisfied with the progress of reform and the inflexibility within the school district, he joined with a coalition of parents, community members, educators, Massasoit Community College, and other partners to "develop a new type of public school to serve the South Shore."



SOUTH SHORE CHARTER SCHOOL

Enrollment 97-98	355
Grades Served 97-98	K-12
Students on Waiting List	28
Total Instructional Staff 97-98	28.8
Student to Teacher Ratio	12:1
Average Per Pupil Tuition	$5,682
School Hours of Operation	8:00-3:00
School Days	188
Structured Learning Time (hrs.)	1128
Teacher Salary Range	$22,000-$45,000
Staff Turnover	4%
% Teachers Certified	75%



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ABBY KELLEY FOSTER REGIONAL CHARTER SCHOOL
Worcester

Opened in the fall of 1998, this school employs the Direct Instruction approach, which aims for student mastery of fundamental basic skills, especially in math and English. The school is named for one of the last century's leading abolitionists who hailed from Worcester, and was proposed by a group of parents and business people who wanted another public school option in the area. The regional school offers a rigorous academic college preparatory program that includes a longer school year (200 days), promotion based on mastery, and preparation for the International Baccalaureate. The school, which is managed by Advantage Schools, Inc., serves approximately 540 students in grades K-5 and will expand one grade per year until it reaches a K-12 program. Student performance will be assessed by both internally developed and national standardized tests.

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CONSERVATORY LAB CHARTER SCHOOL
Boston

The Conservatory Lab Charter School will help Boston elementary school students achieve the highest standards of academic achievement through the study of music beginning in the fall of 1999. Based on the "learning through music" model — that a musically rich early childhood will result in above-average academic achievement — music will serve as the "universal language of learning." The school's core curriculum will include the Suzuki approach to string instrument instruction, which requires active and continuous parental participation. New England Conservatory faculty will play an important role in establishing the school. The school's curricular design will be based in part on the "Everyday Learning Program" developed at the University of Chicago.

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Fax 617-369-5648

MYSTIC VALLEY ADVANTAGE REGIONAL CHARTER SCHOOL
Malden

The Mystic Valley Advantage Regional Charter School, opened in the fall of 1998, initially serving 546 students in grades K-5 and expanding one grade per year until it reaches a K-12 program. Proposed by a group of area parents and community leaders, and managed by Advantage Schools, Inc., this school employs the Direct Instruction approach to help students develop fundamental basic skills, especially in math and English. The school plans to offer a rigorous academic college preparatory program that will include a longer school year (200 days), promotion based on mastery, and preparation for the International Baccalaureate. Student performance will be assessed by both internally developed and national standardized tests.

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Fax 781-388-9818

RISING TIDE CHARTER SCHOOL

Plymouth

Opened in September 1998, Rising Tide provides a strong academic program rooted in the history of Plymouth for grades 5-7. Its students will "harvest opportunity from the practice of language, the reasoning of mathematics, the analysis of science and the reflection of history." The school's curriculum is designed by the staff but relies heavily on existing materials such as Modern Red Schoolhouse standards and University of Chicago's "Everyday Mathematics" program. In addition to a variety of standardized tests, the school uses Modern Red Schoolhouse tests and methods developed by the staff to assess student performance. The founding group, composed of parents and business people, contracted with Beacon Education Management for educational management services.

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Fax 508-747-0691

ROXBURY COLLEGE PREPARATORY CHARTER SCHOOL
Boston

Roxbury College Preparatory Charter School, opening in September of 1999, to serve students in grades 5-6, will expand one grade per year until it reaches a K-12 program. The mission of the school is to prepare students to enter, succeed in, and graduate from college. The school's program is founded on the philosophy that all students, regardless of background, can succeed in a demanding college preparatory program that emphasizes reading, writing, speaking, math, and critical thinking skills. The school will benefit from strong partnerships with the Roxbury community, students' families, Roxbury's Timilty School, and various university-based school support groups.

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Fax 617-566-2373

SABIS FOXBOROUGH REGIONAL CHARTER SCHOOL
Foxboro

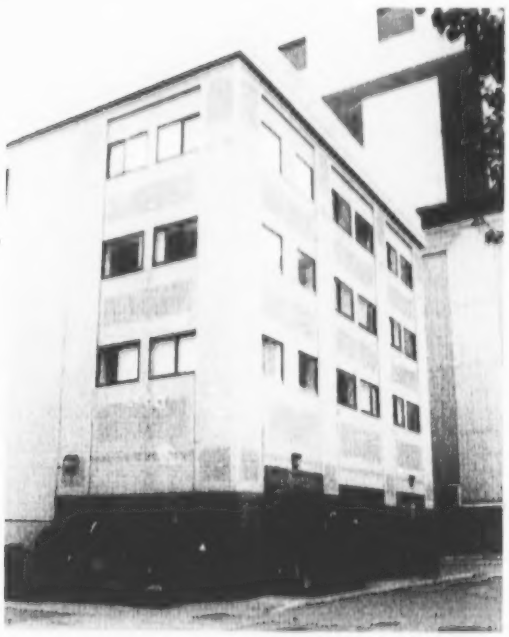
Foxboro International Charter School, opened in September 1998, seeks to create a high quality college preparatory school where children achieve excellence and meet entrance requirements to top universities by meeting the demands of a rigorous curriculum that emphasizes English, Math, and Spanish. This K-8 school, enrolling over 580 students, will develop and strengthen students' ethical, moral, and civic values, and will mold young men and women with the knowledge, skills and social judgment to face the challenges of the times. Student performance will be assessed by continuous administration of standardized tests. Students who enter the school with learning gaps or who fall behind the pace of the curriculum will be fully supported to make up for those gaps as quickly as they can. The founding group of parents and business people contracted with SABIS Educational Systems, Inc., for educational management services.

Contact:
Warren Poehler
Sabis Foxborough Regional Charter School
131 Central Street
Foxboro, MA 02035
Tel. 508-543-2508
Fax 508-543-7982

SOUTH BOSTON HARBOR ACADEMY CHARTER SCHOOL
Boston

Proposed by a group of educators and South Boston community members, this school offers an academically rigorous college preparatory program with a special emphasis on math and science for 131 students in grades 5-7. With intensive scientific and technical study, complemented by a rich offering of courses in the humanities, students will develop a core set of vital academic skills. Taking advantage of its campus near Boston Harbor, the school, which opened in the fall of 1998, uses the surrounding area to teach the team-building and problem-solving techniques used by mathematicians, scientists, and engineers. Student performance will be assessed by a combination of externally developed standardized tests and by methods developed internally by the staff.

Contact:
Brett Peiser
South Boston Harbor Academy Charter School
7 Elkins Street
South Boston, MA 02127
Tel. 617-269-7557
Fax 617-269-7553



STURGIS CHARTER SCHOOL
Barnstable

Opened in September 1998, the Sturgis Charter School aims to create an intellectually rigorous educational environment in the tradition of the liberal arts and sciences. To ensure that students receive an educational experience based on world-class standards of academic achievement, the school will apply for membership in the International Baccalaureate Organization. The school also draws on Barnstable's marine environment and maritime heritage to motivate students to achieve at high levels. Student performance will be assessed by standardized tests (including the MCAS and International Baccalaureate) and by methods developed by the staff. The school will start as a grade 9 school, initially enrolling 162 students, and grow to a 9-12 high school over four years.

Contact:
Susan Trafton
Sturgis Charter School
427 Main Street, Box 285
Hyannis, MA 02601
Tel. 508-778-1782
Fax 508-771-8630

BARNSTABLE GRADE FIVE HORACE MANN CHARTER SCHOOL
Barnstable

The Barnstable Grade Five School currently operates as a Barnstable public school and instructs all of the district's 5th grade public school students. In the fall of 1999, the school will "re-open" as a Horace Mann charter school. Its approximately 575 fifth grade students will receive a "standards- driven" education with the expectation that they master the state's curriculum frameworks and the Modern Red Schoolhouse standards. The school will foster social and civic responsibility in its students and will seek to achieve outstanding parental participation. Student performance will be assessed by standardized tests and review of student portfolios.

Contact:
Thomas McDonald
Barnstable Grade Five Charter School
120 High School Road
Hyannis, MA 02601
Tel. 508-790-6473
Fax 508-790-6434

BOSTON EVENING ACADEMY CHARTER SCHOOL
Boston

Boston Evening Academy was formerly a Boston Pilot school and the only Boston public school that operates at night. Opened as a Horace Mann charter school in September 1998, it will continue to serve approximately 150 students who are likely to be at least one of the following: over-age for their high school grade level, dropouts, young parents, special needs students, homeless, court-involved, immigrant, or employed full-time during the day. Students learn in a core academic program and must demonstrate competency in each subject area before moving from one grade level to the next, or graduating.

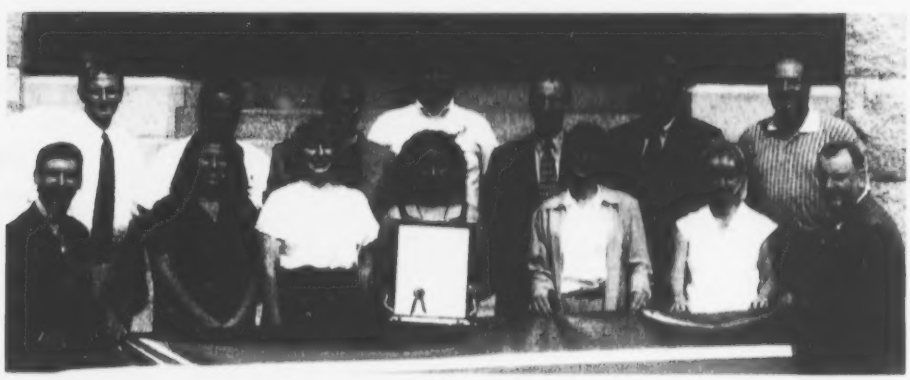
Contact:
Ferdinand Fuentes
Boston Evening Academy Charter School
41 Berkeley Street, Rm. 310
Boston, MA 02116
Tel. 617-635-6789
Fax 617-635-6380

CHAMPION CHARTER SCHOOL OF BROCKTON

Brockton

The Champion Charter School of Brockton seeks to create a learning environment that will support the unique needs of high school aged out-of-school youth by integrating innovative and flexible school-to-career teaching methodologies that stress academic achievement. Proposed by a group of community leaders, business people, parents, and educators, the school will open for students in January of 1999. The Massachusetts Curriculum Frameworks will guide the curriculum and assessments of student performance. Students will graduate only after successful mastery of set competencies.

Contact:
Curtis Wells
Champion Charter School
1 Centre Street, 4th Floor
Brockton, MA 02401
Tel. 508-894-4377
Fax 508-894-4380



HEALTH CAREERS ACADEMY CHARTER SCHOOL
Boston

Health Careers Academy Charter School, formerly a Boston Pilot school that began in 1995, proposes a small, academically rigorous, and supportive learning community for high school students who share an interest in the health professions. The school, re-opened in September 1998, will prepare 220 students with the academic, social and personal skills they will need to succeed in higher education and careers in health care. The school's curriculum incorporates learning in traditional college preparatory subject areas as well as practical internships in the health industry. Student performance will be assessed by city and state standardized tests and internal methods designed to assess student mastery of competencies.

Contact:
Sharon Callender
Health Careers Academy Charter School
110 The Fenway, Cahners Hall
Boston, MA 02115
Tel. 617-373-8576
Fax 617-373-7850

NEW LEADERSHIP CHARTER SCHOOL
Springfield

This Horace Mann charter school is the result of a partnership between the Urban League of Springfield, the Massachusetts National Guard, and the Springfield School Committee. Opened in the summer of 1998, the school serves a diverse cross-section of Springfield students initially in grade 7 and growing to grade 12, enrolling approximately 75 students per grade. The school's mission is to graduate students who are academically prepared to attend any college or university of their choice, and to embody three principles of leadership — vision, integrity, and compassion. The curriculum will employ standards and materials from various sources, including Core Knowledge, the Mid-Continent Regional Education Laboratory, and the Massachusetts Curriculum Frameworks.

Contact:
Joanne Wingood
New Leadership Charter School
1170 Carew Street
Springfield, MA 01109
Tel. 413-750-2454
Fax 413-750-2456

Other Charter School Publications Available from the Department of Education:

- Test Results from Massachusetts Charter Schools
- Innovation & Massachusetts Charter Schools
- Application for a Horace Mann Charter
- Application for a Commonwealth Charter
- Application for Renewal of a Public School Charter
- Study of the Advisability of District Charter Schools
- KPMG Report on Charter School Finance
- Massachusetts Charter School Law & Regulations

Please call the Charter School Office at (617) 727-0075, or visit our website: www.doe.mass.edu/cs.www/

Department of Education

Massachusetts Charter Schools

Commonwealth Charter Schools	Address	City	Zip	Contact	Telephone	Fax	Grades 99/00	Grades 00/01
Abby Kelley Foster Regional	10 New Bond Street	Worcester	01606	Doris Schroeder	508-854-8400	508-854-8484	K-6	K-7
Academy of the Pacific Rim	1286 Hyde Park Avenue	Hyde Park	02136	Douglas LeMov	617-361-0050	617-361-0045	6-9	6-10
Atlantis Charter School	2501 South Main Street	Fall River	02724	James Wallace	508-672-1821	508-672-1397	K-8	K-8
Benjamin Banneker Charter School	21 Notre Dame Avenue	Cambridge	02142	Fred Birket	617-497-7771	617-497-4223	K-8	K-8
Benjamin Franklin Classical	201 Main Street	Franklin	02038	James Bower	508-541-3434	508-541-5396	K-8	K-8
Boston Renaissance Charter School	250 Stuart Street	Boston	02116	Roger Harris	617-357-0900	617-338-2647	K1-8	K1-8
Boston University Residential	66 School Street	Granby	01033	Tracie A. Wilson	413-467-9750	413-467-9609	7-12	7-12
Cape Cod Lighthouse Charter School	225 Rte. 6A, Box 1959	Orleans	02653	Patricia Anthony	508-240-2800	508-240-3583	6-8	6-8
Chelmsford Public Charter School	197 Littleton Road	Chelmsford	01824	Susan Jambeck	978-250-8815	978-250-5975	5-8	5-8
City on a Hill Charter School	320 Huntington Avenue	Boston	02115	Manuel Fernandez	617-262-9838	617-262-9064	9-12	9-12
Community Day Charter School	73 Prospect Street	Lawrence	01841	Sheila Balboni	978-681-9910	978-681-5838	K-8	K-8
Conservatory Lab Charter School*	290 Huntington Avenue	Boston	02115	Mary Street	617-369-5649	617-369-5648	K-2	K-3
Francis W. Parker Charter School	6 Bean Street	Fort Devens	01433	Theodore Sizer	978-772-3293	978-772-3295	7-12	7-12
Hilltown Cooperative Charter School	132 Main Street	Haydenville	01039	Amy Aaron	413-268-3421	413-268-3185	K-6	K-6
Lawrence Family Development	34 West Street	Lawrence	01841	Kathleen Nollet	978-689-9863	978-689-8133	K-7	K-8
Lowell Middlesex Academy	33 Kearney Square	Lowell	01852	Karen Moore	978-656-0170	978-459-0546	HS	HS
Lynn Community Charter School	106 Broad Street	Lynn	01902	Lisa Drake	781-477-0312	781-581-6124	K-7	K-8
Marblehead Community Charter School	17 Lime Street	Marblehead	01945	Thomas Commeret	781-631-0777	781-631-0500	5-8	5-8
Martha's Vineyard Charter School	State Rd., P.O. Box 546	West Tisbury	02575	Robert Moore	508-693-9900	508-696-9008	1-12	K-12
Mystic Valley Advantage Regional	770 Salem Street	Malden	02148	Anthony Biegler	781-388-0222	781-388-0777	K-6	K-7
Neighborhood House Charter School	197A Centre Street	Dorchester	02124	Kevin Andrews	617-825-0703	617-825-1829	K1-8	K1-8
North Star Academy Charter School	1259 East Columbus Ave	Springfield	01103	Carole Johnson	413-272-1641	413-272-1654	HS	HS
Pioneer Valley Performing Arts	135 Russell Street	Hadley	01035	Robert Brick	413-585-0003	413-585-8399	9-12	9-12
Rising Tide Charter School	6 Resnik Road	Plymouth	02360	Catherine Hitchings	508-747-2620	508-830-9441	5-8	5-8
Roxbury Preparatory Charter School*	1575 Tremont Street, #705	Roxbury	02120	Evan Rudall	617-566-2361	617-566-2373	6	6 & 7
Sabis Foxboro Regional Charter	131 Central Street	Foxboro	02035	Barbara McGuire	508-543-2508	508-543-7982	K-9	K-10
Sabis International Charter School	120 Ashland Avenue	Springfield	01103	Michael Glickman	413-783-4030	413-783-0299	K-11	K-12
Seven Hills Charter School	51 Sage Street	Worcester	01605	Deborah Springpeace	508-799-7500	508-753-7318	K-8	K-8
Somerville Charter School	15 Webster Avenue	Somerville	02143	Carole Forbes	617-629-5800	617-629-0130	K-11	K-12
South Boston Harbor Academy	7 Elkins Street	Boston	02127	Brett Peiser	617-269-7557	617-269-7553	5-8	5-9
South Shore Charter School	936 Nantasket Avenue	Hull	02045	Tim Anderson	781-925-3078	781-925-9818	K-12	K-12
Sturgis Charter School	427 Main Street	Hyannis	02601	Susan Trafton	508-778-1782	508-771-6785	9, 10	9-11

Horace Mann Charter Schools								
Barnstable Grade Five Charter School*	120 High School Road	Barnstable	02601	Thomas McDonald	508-790-6473	508-790-6434	5	5
Boston Evening Academy	41 Berkeley Street	Boston	02116	Ferdinand Fuentes	617-423-2200	617-635-6380	9-12	9-12
Champion Charter School	1 Centre Street	Brockton	02301	Curtis Wells	508-894-4377	508-894-4380	HS	HS
Health Careers Academy	110 The Fenway	Boston	02116	Sharon Callender	617-373-8576	617-373-7850	9-12	9-12
New Leadership Charter School	1170 Carew Street	Springfield	01109	Joanne Wingood	413-750-2454	413-750-2456	6-8	6-9

Commonwealth Charter Schools approved 1999								
Frederick Douglass Charter School**	187 Bay State Road, #5	Boston	02215	Jacquelyn Walsh	617-288-4900	617-288-6337	N/A	5-6
Lowell Community Charter School**	93 Newbridge Road	Lowell	01854	Diane Leary-Uong	978-323-0800	978-323-4600	N/A	K-5
Media and Technology Charter High*	P.O. Box 1212	Allston	02134	Michael Goldstein	617-254-7997	617-254-7998	9,10	9-11
River Valley Charter School*	P.O. Box 94	Newburyport	01950	Katherine Moore	978-463-6667	978-462-1419	1-5	1-6
Robert M. Hughes Academy*	570 Cottage Street	Springfield	01104	Ann Leavenworth	413-788-2987	413-732-1622	K-5	K-6

Horace Mann Charter School approved 1999								
HM High School of Essential Studies**	340 Cooley Street	Springfield	01128	James Nodurf	413-786-8581	413-783-4011	N/A	9,10

* Opening Fall 1999

**Opening Fall 2000

Department of Education
Charter School Office
1 Ashburton Place - Rm. 1403 - Boston, MA 02108
Tel: (617)727-0075 Fax: (617)727-0049

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Abby Kelley Foster Regional Charter School	www.advantage-schools.org
Academy of the Pacific Rim	www.pacrim.org
Benjamin Franklin Classical	www.bfccs.org
Boston University Residential	www.burcs.org
Cape Cod Lighthouse Charter School	www.lighthouse.chtr.k12.ma.us
Chelmsford Public Charter School	www.cpcs.chtr.k12.ma.us
Community Day Charter School	www.mdc.net\~cdcs
Francis W. Parker Charter School	www.parker.org
Frederick Douglass Charter School	www.frederickdouglass.edu
Lynn Community Charter School	www.shore.net
Marblehead Community Charter School	charter2.marblehead.com
Media and Technology Charter High	www.thetortoise.com/charter
Mystic Valley Advantage Regional	mvcs.freesavers.com
Neighborhood House Charter School	www.tiac.net/users/nhcs1
River Valley Charter School	seacoast.com/~rvcs
Sabis Foxboro Regional Charter School	www.theptc.com
Sabis International Charter School	www.sabis.net
Seven Hills Charter School	www.edisonproject.com
Somerville Charter School	www.sabis.net
South Shore Charter School	sscs-ma.org

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"We do have high expectations for all of these schools. While they differ on many fronts, they all share the solid commitment to providing top-notch education to every student."

Paul Cellucci
Governor

"After 22 years of experience, I am convinced that the only way to get whole school drastic reform is to start over. We got innovations in place here in eight days. I worked five years in another school and only got a few innovations introduced."

Sue Jamback
Director, Chelmsford Public Charter School

"In a society that places such high value on education and freedom, we must support charter schools."

Thomas F. Birmingham
Senate President

"People are voting with their feet. We should not stand in the way of that."

Thomas M. Finneran
Speaker of the House

"Other than the math, there's no textbook. It's up to me to find the resources and create the projects, which I love. It's extra work, but that's the fun part."

Kristan Moyer
Teacher, Benjamin Franklin Classical Charter School

"Without a doubt, [the charter school] has been a good influence on us as a system. I see a response in our schools that people want to produce better results."

Peter Negroni
Superintendent, Springfield Public Schools

The Commonwealth of Massachusetts
Department of Education
Boston Office
One Ashburton Place
Room 1403
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